
Student Work

12-1-1987

Teacher Loyalty to the Principal in Selected Catholic Elementary Schools

Luvern A. Gubbels
University of Nebraska at Omaha

Follow this and additional works at: <https://digitalcommons.unomaha.edu/studentwork>



Recommended Citation

Gubbels, Luvern A., "Teacher Loyalty to the Principal in Selected Catholic Elementary Schools" (1987).
Student Work. 3694.

<https://digitalcommons.unomaha.edu/studentwork/3694>

This Dissertation is brought to you for free and open access by DigitalCommons@UNO. It has been accepted for inclusion in Student Work by an authorized administrator of DigitalCommons@UNO. For more information, please contact unodigitalcommons@unomaha.edu.



INFORMATION TO USERS

The most advanced technology has been used to photograph and reproduce this manuscript from the microfilm master. UMI films the original text directly from the copy submitted. Thus, some dissertation copies are in typewriter face, while others may be from a computer printer.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyrighted material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each oversize page is available as one exposure on a standard 35 mm slide or as a 17" × 23" black and white photographic print for an additional charge.

Photographs included in the original manuscript have been reproduced xerographically in this copy. 35 mm slides or 6" × 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.



300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA

Order Number 8810318

Teacher loyalty to the principal in selected Catholic elementary schools

Gubbels, Luvern Anthony, Ed.D.

The University of Nebraska - Lincoln, 1987

U·M·I
300 N. Zeeb Rd.
Ann Arbor, MI 48106

TEACHER LOYALTY TO THE PRINCIPAL
IN SELECTED CATHOLIC ELEMENTARY SCHOOLS

by

Luvern A. Gubbels

A DISSERTATION

Presented to the Faculty of
The Graduate College of the University of Nebraska
In Partial Fulfillment of Requirements
For the Degree of Doctor of Education

Major: Interdepartmental Area of Administration,
Curriculum and Instruction

Under the Supervision of Professor Robert O'Reilly

Lincoln, Nebraska

December, 1987

TITLE

TEACHER LOYALTY TO THE PRINCIPAL

IN SELECTED CATHOLIC ELEMENTARY SCHOOLS

BY

Luvern A. Gubbels

APPROVED

DATE

Dr. Robert C. O'Reilly

December 3, 1987

Dr. Al Kilgore

December 3, 1987

Dr. Fred Wendel

December 3, 1987

Dr. John Hill

December 3, 1987

SUPERVISORY COMMITTEE

GRADUATE COLLEGE

UNIVERSITY OF NEBRASKA

TEACHER LOYALTY TO THE PRINCIPAL
IN SELECTED CATHOLIC ELEMENTARY SCHOOLS

Luvern A. Gubbels, Ed.D.

University of Nebraska, 1987

Advisor: Robert C. O'Reilly

The purpose of this study was to examine teacher loyalty to the principal. The study was conducted in the Catholic elementary schools of the Archdiocese of Omaha, a 23-county area of northeast and central Nebraska that is under the ecclesiastical jurisdiction of the Archbishop.

Nearly 85% of the full-time teachers responded to the survey which included administrative and teacher variables as well as an eight-item questionnaire on teacher loyalty. The loyalty questionnaire, often called the Hoy Scale, was developed by Leonard Williams and Wayne Hoy. The Hoy Scale contains questions on the cognitive, affective, and behavioral concepts of teacher loyalty to the principal. In addition, interviews were conducted with the principals and selected teachers of the school faculties determined to be most loyal and least loyal.

It was found, through the use of t-tests, that teachers who had a religiously professed woman as a principal reported themselves as more loyal than those whose principal was a lay person. There was no significant difference in reported teacher loyalty for those with a

lay male or lay female principal. Reported teacher loyalty was not significantly different for faculties in urban or rural areas and large or small schools. The length of the principal's experience had no effect on teacher loyalty to the principal.

Whether religiously professed women teachers or lay women teachers or lay men teachers had more effect on teacher loyalty was tested. In addition, tests were conducted on whether Catholic or non-Catholic teachers and the years of teaching experience had a significant effect on teacher loyalty. Results also indicated that religiously professed women teachers, teachers who were members of the Catholic Church, and teachers who received their degree at a Catholic college/university were significantly more likely to report themselves loyal to their principals.

ACKNOWLEDGMENTS

Every person is affected and influenced in one way or another by the persons they deal with on a personal and a professional basis. Many people have influenced me and played a significant role in my seeking and following the path toward my doctoral degree in education. Administrators such as Rev. Emmett Meyer, Rev. Eugene Kerwin, and Sisters Marian and Cabrini Camel influenced and encouraged me to strive for the best so I could give the best to Catholic education.

Dr. Robert C. O'Reilly, who has been my major advisor for my masters degree, specialist degree, and now my doctorate, has encouraged, supported, and helped me. I am grateful to the other members of my doctoral committee, Dr. John Hill, Dr. Al Kilgore, and Dr. Fred Wendel, for their assistance and support.

Dr. Steven From provided computer and statistical expertise and assistance to me and this project. The encouragement of my friend, Dr. Ben Cacioppo, kept me forging ahead in spite of obstacles.

My wife, Joyce, and two sons, Chris and Kelly, were extremely supportive and encouraging. They oftentimes sacrificed pleasure so I could work on this project. Joyce became a single parent on many occasions. The finished product is due as much to their patience, encouragement, and love as it is to my labors.

L.A.G.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Purpose	1
Context of the Problem	1
Statement of the Problem	4
Hypotheses	4
Operational Definitions	5
Limitations	8
Assumptions	9
Significance of the Study	10
II. REVIEW OF THE LITERATURE	13
Loyalty	13
Loyalty to the Principal	17
III. METHODOLOGY	39
Sample Population	39
Research Design	40
Instrumentation	42
Data Analysis	45
IV. FINDINGS OF THE STUDY	49
Population Data	49
Loyalty Data	54
Hypothesis I	55
Hypothesis II	55
Hypothesis III	56
Hypothesis IV	57

CHAPTER	PAGE
Hypothesis V	58
Women religious teachers and lay teachers	59
Catholic versus non-Catholic teachers . .	61
Teacher experience	62
High school education	63
College/University education	63
Interviews	64
Item Analysis for the Hoy Scale	77
V. SUMMARY, CONCLUSIONS, AND DISCUSSION	78
Summary	78
Hypothesis I	78
Hypothesis II	78
Hypothesis III	79
Hypothesis IV	80
Hypothesis V	81
Teacher variables	82
Interviews	84
Conclusions	86
Discussion	87
REFERENCES	90
APPENDICES	
A. Letter of Endorsement	95

	v
CHAPTER	PAGE
B. Letter to Archdiocesan Elementary Principals, Full-Time Teachers, and Secretaries	97
C. Survey Instruments	99

LIST OF TABLES

TABLE		PAGE
1	Principals and Teachers as Religiously Professed or Lay Woman or Lay Man	51
2	Principals' and Teachers' Experience	52
3	Principals and Teachers in Large or Small Schools	53
4	Statistical Analysis of the Five Hypotheses	60
5	Statistical Analysis of the Teacher Variables	65
6	Correlation Coefficient for the Hoy Scale	77

CHAPTER I

INTRODUCTION

Purpose

The purpose of this study was to examine teacher loyalty to the principal. This study investigated teacher loyalty to the principal amongst Catholic elementary schools of the Archdiocese of Omaha. The findings of a number of other studies on the topic of loyalty were investigated to determine their connection with this study on teacher loyalty in Catholic elementary schools.

Context of the Problem

In the past 5 years much concern and renewed interest in American education has taken place as evidenced by the number of task forces and commissions. Some of this concern and interest has been directed toward education in general, while other interest and concern has been directed toward specific aspects of education. Curriculum, longer day and/or longer year, college entrance requirements, student performance and achievement, teachers and their preparation and certification, leadership and management, fiscal support, and the role of all levels of government have been studied and a variety of recommendations have been made.

School leadership has been discussed and debated by the task forces and commissions as well in educational

research. The role and importance of the principal in the education of American young people were addressed by both the National Commission on Excellence in Education and the Education Commission of the States Task Force (Phi Delta Kappa, 1983). Both spoke of the need for the principal to be more responsible as an instructional leader and supervisor amongst other things.

Tursman (1981) maintains that effective schools are characterized by strong instructional leaders who know how to manage both people and time efficiently. Halpin and Croft (1955) believe one cannot describe the climate of a particular school without relating the leader behavior styles of the principal and the perceptions of the staff. There is a significant relationship between the perceptions by the staff of the leadership behavior of the administrator and the climate of the school (Daniels, 1979). Effective schools have a principal who actively sets the tone and focus of the school by observing in classrooms, enforcing the discipline code, and setting goals that are supported by the staff. Effective schools are led by a principal who knows how to structure, govern, and direct for effectiveness (Squires, Huitt, & Segars, 1983).

Principals, as instructional leaders and supervisors, will be more effective if they have the support and the loyalty of the teachers and other staff members they lead,

supervise, and direct (Squires, Huitt, & Segars, 1983). Loyalty of the staff would enhance effectiveness.

Principals, like other supervisors and managers, have both formal and informal authority. Formal authority exists because of the position rather than any qualities the person in authority possesses. Informal authority, on the other hand, exists by virtue of qualities the person in authority possesses and brings to the task. Teacher loyalty to the principal, either the presence or lack thereof, would be an example of the principal's informal authority.

A literature search on loyalty finds research and writings that are related to the topic of teacher loyalty. No research was found that related directly to the topic of teacher loyalty to the principal in Catholic elementary schools, which is the focus of this study.

The question could be asked, why study teacher loyalty in Catholic elementary schools if the topic has been studied in some other educational settings? The answer to this question is two-fold. First, there is validity in comparing and contrasting the various studies with the findings of this present study for similarities and differences. Second, and most importantly, Catholic elementary schools nationwide are now, more than in the past, being staffed by lay rather than religiously professed principals and teachers. Because of this

situation, teacher loyalty to the principal can no longer be assumed based solely on membership in the same religious congregation or order. The Catholic Church, including its educational system, has undergone much change in the past 25 years, and if growth is to take place the changes must be studied and evaluated.

Statement of the Problem

The purpose of this study was to examine teacher loyalty to the principal in Catholic elementary schools. The research investigated whether there is more teacher loyalty to the principal in schools with religiously professed principals, with female lay principals, located within rural communities, with a smaller number of teachers, and with principals who have more years of administrative experience in their present setting. The teachers included in this study were presently teaching full-time in the Catholic elementary schools of the Archdiocese of Omaha.

Hypotheses

This study on teacher loyalty to the principal yielded results on five null hypotheses. They were:

1. Teacher loyalty to the principal as measured by the Hoy Scale (1971) at the .05 level of confidence will not be more significant in those schools with religiously professed principals compared to those schools with lay principals.

2. Teacher loyalty to the principal as measured by the Hoy Scale (1971) at the .05 level of confidence will not be more significant in those schools with female lay principals compared to those schools with male lay principals.

3. Teacher loyalty to the principal as measured by the Hoy Scale (1971) at the .05 level of confidence will not be more significant in those schools located in rural communities compared to those schools located in urban areas.

4. Teacher loyalty to the principal as measured by the Hoy Scale (1971) at the .05 level of confidence will not be more significant in smaller schools, those with 9 or fewer full-time teachers, compared to larger schools, those with 10 or more full-time teachers.

5. Teacher loyalty to the principal as measured by the Hoy Scale (1971) at the .05 level of confidence will not be more significant in those schools with principals who have 5 or more years of administrative experience in their present setting compared to those schools with principals who have 4 or less years of administrative experience in their present setting.

Operational Definitions

Teacher loyalty. The unwillingness of the teacher to leave the leader's organization for increments in pay, status, professional freedom, or greater collegueship

and an expressed willingness to follow the principal when the principal accepts a new position (Hrebiniak & Alutto, 1971). In addition, teacher loyalty includes having faith and trust in the principal and the decisions the principal makes. This loyalty would also include a fondness for the principal.

Hoy Scale. This is an eight-item questionnaire used as an index of teacher loyalty to the principal. This index was developed by Williams and Hoy based on earlier work by Blau and Scott as well as Murray and Corenblum and some researchers call the index the Hoy Scale (Ascare, 1982; Rees, 1971; Williams, 1971). In this study the terminology, Hoy Scale and index of teacher loyalty to the principal, are used interchangeably.

Catholic elementary schools. The schools whose scope includes kindergarten or first grade through grade 6 or 8 and are under the Canonical jurisdiction of the ordinary (bishop or archbishop) of the diocese (archdiocese) and directed by the Superintendent of Schools.

Archdiocese of Omaha. A 23-county area of northeast and central Nebraska, including Omaha-Douglas County, that is under the ecclesiastic jurisdiction of the Archbishop, the ordinary of the Archdiocese.

Religiously professed. A term used to designate persons who have entered a religious congregation or order and who have taken vows.

Lay persons. A term synonymous with laity to distinguish these persons from the clergy or persons who have been religiously professed.

Rural communities. Good (1973) defines a rural community as people in a local area who live on dispersed farmsteads or in small towns. In this study, schools located within rural communities means all Catholic elementary schools of the Archdiocese of Omaha located north and west of Douglas and Sarpy counties of Nebraska.

Urban area. Good (1973) credits his definition of urban area to the U.S. Census Department as all incorporated and unincorporated places of at least 2,500 population. In this study, schools located in an urban area means the Catholic elementary schools of the Archdiocese of Omaha located within Douglas and Sarpy counties of Nebraska.

Number of teachers. The number of full-time teachers in any given elementary schools of the Archdiocese of Omaha ranges from 2 to 33 (Archdiocese of Omaha, 1986). For the purposes of this study, smaller schools are those with 9 or fewer full-time teachers. Larger schools are those with 10 or more full-time teachers.

Administrative experience. This term means all of the activities a principal engages in as the instructional leader of the school. Administrative experience was limited to those experiences in the principal's present

school setting. More administrative experience was equivalent to 5 or more years and less administrative experience was equivalent to 4 or less years in the principal's present setting.

Limitations

1. This study was limited to the principals and full-time teachers of the Catholic elementary schools of the Archdiocese of Omaha.
2. This study was limited to 60 of the 63 elementary schools of the Archdiocese, as one of the schools is comprised of pre-school and kindergarten only and the administrator serves as the administrator of another school comprised of grades 1 through 8. Another school of the Archdiocese serves mentally handicapped students which operates as ungraded and includes high school age students. Also, there is one small rural school which is presently operating without an identified administrator due to a mid-year resignation.
3. This study did not distinguish between the color and race of principals and teachers, as no significant number of non-Caucasian principals nor teachers work in the Archdiocesan elementary schools.
4. This study was limited to include only religiously professed women, lay women, and lay men, as no religiously professed men or priests presently staff

any of the Archdiocesan elementary schools as principals or full-time teachers.

5. This study was limited to identifying relationships between the dependent variable, teacher loyalty to the principal, and the independent variables of administrative conditions of religiously professed principals, female lay principals, male lay principals, principals of schools located in rural communities, the number of teachers in a school, and the years of administrative experience the principal has in the present setting.

Assumptions

The following assumptions were made in this study:

1. The findings are reflective of the perceptions of those who responded to the questionnaire.

2. A mailed questionnaire is sufficient and accurate to support the findings, as no other measurement tool was used.

3. The statistical procedures used are valid and appropriate to this study.

4. The findings of this study will add to the literature on the topics of loyalty and teacher loyalty to the principal and thus to similar populations.

Significance of the Study

The research is significant for several reasons which will benefit education, educators, and the consumers of education.

There is discussion in journals and the news media about a future shortage of teachers as evidenced by the present shortage in the areas of science and math. As the shortage grows, schools will want to do what they can to retain the teachers they presently employ. Catholic schools certainly will need to do the same thing, and to have some information on teacher loyalty to the principal in Catholic schools would be helpful. Loyal teachers will increase the authority, both formal and informal, of the principal. Principals with increased authority will be more effective, and effective principals run effective schools (Squires, Huitt, & Segars, 1983).

A study to investigate whether religiously professed principals have teachers who are more loyal than lay principals should be significant, and the boards of education in all Catholic elementary schools could use the findings in recruiting and selecting future principals for their schools. Likewise, the results of whether female lay principals have teachers who are more loyal to them than those schools who have male lay principals or vice versa would affect the recruitment and selection of future principals. A study which sheds light on faculty size

and years of administrative experience in relation to loyalty of the teachers to the principal could also be advantageous to boards of education.

Catholic schools throughout the United States might also be interested in the findings of this study because, as briefly mentioned earlier, they must now rely more and more on lay men and women to staff the Catholic schools. For example, the United States Department of Commerce, Census Department (1986) cites the number of religious staffing Catholic schools in 1960 at 78,000, in 1980 at 25,000, and in 1984 at only 20,000. These figures show a dramatic decline over a 24-year period; whereas, there was a dramatic increase in the number of lay persons involved during this same time period. In 1960 there were only 29,000 lay persons involved which grew to 70,000 in 1980 and to 80,000 in 1984. Locally, in the Archdiocese of Omaha (1985), during the 1985-86 academic year, there were 1,145 full-time faculty members in the 82 elementary and secondary schools, and only 196 of this number were priests or members of a religious order or congregation. Of the 63 elementary schools of the Archdiocese (1986), there were a total of 36 lay principals (24 women and 12 men) and 26 religiously professed women principals. One small rural school did not have an administrator and was not included in this study. As previously mentioned, a total of 60 of the elementary schools of the Archdiocese

of Omaha were included, as the remaining three schools did not fall within the scope of this study due to their composition of grades, purpose, or administration. Of the 60 principals included in this study there were 25 women religious, 23 female lay persons, and 12 male lay persons.

Based on the statistical figures given for the number of religiously professed persons and the number of lay persons staffing the Catholic schools of the United States and as well as the figures cited for the Omaha Archdiocese, one can see that the trend is toward a large percentage of lay involvement in the Catholic schools. If the results of this study shed any light on the topic of teacher loyalty, then many Catholic schools might benefit.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter is to assist the reader in developing an awareness of the important developments in the areas of loyalty and teacher loyalty to the principal as they relate to this present research project, "Teacher Loyalty to the Principal in Select Catholic Elementary Schools." This examination focused on previous studies conducted on the topic of teacher loyalty so as to determine their impact on the present study.

Loyalty

Pfeffer (1982) maintains that researchers and those who look to theory for guidance about issues of management and administration are faced with a large and somewhat confusing array of variables and perspectives. Loyalty and its effect on the organization as well as on those belonging to the organization is one of those variables of management and administration. When loyalty is not present, the individuals in the organization or group are likely to have a low estimate of their influence on the organization or group and therefore will decide to leave and oftentimes in silence (Hirschman, 1970).

The ability of the leader to influence those being led as well as affecting their motivations and attitudes was investigated by Blau and Scott (1962) in their germinal studies on organizational authority. Their work covered

various aspects of authority including loyalty. These researchers pointed out the distinction between formal and informal authority and the effect of both formal and informal authority on the workers involved. Organizational authority is the control of superiors over subordinates founded on the compliance of the subordinates with directives from above. Within organizational authority there is both formal and informal authority. Formal authority lies in the organization itself through contracts and agreements and structured ways of operating, while informal authority, on the other hand, lies in the group's feelings and thoughts toward the leader/supervisor and how this person operates as evidenced by their work ethic, acceptance of responsibility, and exertion of initiative toward work tasks (Blau & Scott, 1962). These researchers also felt an effective leader/supervisor would be one who generates loyalty by going beyond the formal authority found in the organization to the loyalty found in their own ability to motivate others to follow and perform (informal authority). Peabody (1962) addressed the same issue; however, he called informal authority functional authority. He believed functional authority was associated with the employees' perception of the leader's competence, experience, and skills on and for the job.

Likert (1961), in his management studies, held that enthusiasm and high motivation by the workers resulted

in better job performance. This motivation and enthusiasm was the result of the supervisor rather than job organization. The quantity and quality of production correspond to the degree of responsibility by the supervisor to the group, hence engendering loyalty. Supervisors with the best records of performance were those who focused on human aspects of workers' problems and built effective work groups with high performance goals.

Blau and Scott (1962), in their study of organizations, maintained that the group had great influence on its members and the group's acceptance of the informal authority of the superior brought about loyalty. In addition, group loyalty to the immediate supervisor, brought about through the supervisor's personality and mode of working with the employees, was a definite sign of successful leadership. Successful leadership was possible because of the group's loyalty to the leader. Cartwright and Zander (1960), in their study of group dynamics, related that the persons with the highest morale were those who felt their supervisors performed supportive functions. Hoy, Newland, and Blazovsky (1977) had similar findings when investigating leadership and loyalty in education. Hoy, Tarter, and Forsyth (1978) also came to a similar conclusion. Blau and Scott also stipulated that productivity was, by and large, associated with loyalty factors.

Japanese and American management practices have been studied to determine the factors which account for productivity and profit. Results indicated that strong common organizational structure was associated with success. A high level of commitment, loyalty, and of productivity were accounted for by a strong belief that all workers and supervisors need to work together, be mutually concerned for each other, have a role to play in the decision making, and possess a feeling of trust (Ouchi, 1981).

The work of Blau and Scott proved a significant relationship between the loyal worker and productivity. Blau and Scott, who conducted their research amongst social workers, operationalized the concept of loyalty. They maintained that subordinates who liked, respected, accepted, and preferred their superiors were loyal. Blau and Scott's operational definition had an affective dimension by using the words respect, accept, and prefer (Blau & Scott, 1962). Murray and Corenblum further refined the concept of loyalty through their investigation of workers and supervisors in a public utility company. These two investigators replicated the work of Blau and Scott. Their investigation led them to conclude that Blau and Scott not only had an affective dimension to the concept of loyalty but also had a behavioral dimension when they asked subjects to what extent they were willing to move

if they had the same work for the same pay but for a different supervisor. Murray and Corenblum added a cognitive dimension to the two other dimensions of loyalty when they added terms such as confidence and trust in the supervisor (Murray & Corenblum, 1966). Hrebiniak (1971) also states that levels of interpersonal trust are important to the development of loyalty. Cooperative, friendly, kind supervisors tend to receive greater levels of loyalty.

Research by Blau and Scott, Likert, Peabody, Murray and Corenblum, and Ouchi indicates that loyalty of the workers to the supervisor increases productivity (Blau & Scott, 1962). It is also indicated that loyalty is increased through the supervisor's use of authority, both formal and, especially, informal means.

It has been shown that there is a positive relationship between worker loyalty and productivity. In addition, the supervisor's use of informal authority to enhance loyalty among the workers has been researched. This research was conducted in a public utility company and among social workers, not in the field of education. Loyalty literature as it applies to education and educators follows.

Loyalty to the Principal

As the review of the literature on loyalty to the principal unfolds, there will be several things that become

apparent. Namely, that loyalty to the principal or supervisor research has been conducted basically in the same locale, under the auspices of the same university, and under the direction or supervision of the same individual. The vast majority of the research conducted on this topic and to be cited in this section of this investigation was done in public schools of the state of New Jersey under the guidance of Professor Wayne Hoy at Rutgers University. Professor Hoy's name appears on many of the writings on the topic of teacher loyalty.

In 1971 a researcher, Leonard Williams, working on his dissertation at Rutgers University, became interested in connecting some of the work of Blau and Scott as well as Murray and Corenblum and others on loyalty to the field of education. Specifically, Williams investigated superior-subordinate relationships in public elementary school principals in terms of leadership style, hierarchical independence, emotional detachment, effectiveness, and loyalty (Williams, 1971).

The value of the Williams study, in addition to his findings, was the adaptation of the Blau and Scott and Murray and Corenblum work on a loyalty index to the field of education. Williams, with the assistance of Hoy, used Blau and Scott's affective and behavioral dimension of the concept of loyalty and Murray and Corenblum's cognitive dimension to design an eight-item loyalty scale which

eventually has come to be called the Hoy Scale (Ascare, 1982; Rees, 1971; Williams, 1971). This scale will be the main instrument used in this research project and can be found in Appendix C.

The Williams study, with its six hypotheses ranging from the effects of relationship-oriented principals on teachers to the effects of having more or less teacher loyalty to the principal by principals who possess or practice emotional detachment, loyalty to immediate superiors, and hierarchical independence, also included some demographic characteristics. The demographic data included in the study were sex, age, educational background, experience of the principal, staff size, and type of community in which the school was located. Interestingly enough, no tests of significance were done for these demographic characteristics, but the data were analyzed to look for important relationships.

The findings of the Williams study, which involved 42 elementary schools, indicate that teachers who work with relationship-oriented principals were not significantly more effective than teachers who work with task-oriented principals (F -ratio of 0.8396); however, teachers who worked with relationship-oriented principals were significantly more loyal to their principals than teachers who worked with principals who were task-oriented. An analysis of variance yielded an F -ratio

of 10.2008 and significance beyond the .005 level. The collected data also indicated that there is a significant relationship between subordinate loyalty to the principal who remains emotionally detached (coefficient of correlation of .52), while principals who resist pressure and remain detached from their superiors (hierarchical independence) do not have more loyal teachers (F -ratio of 0.0427). One-way analysis of variance found no significant differences between principals who exhibit more loyalty to their immediate superiors and principals who exhibit less loyalty to their immediate superiors as to the teachers' loyalty to their principal (F -ratio of 0.8335) (Hoy & Williams, 1971; Williams, 1971).

The 1971 study of superior-subordinate relationships in public elementary schools indicated that male and female principals were almost identical as to teacher loyalty. The mean scores were 17.40 for males and 17.44 for females. The mean scores on the relationship between age and loyalty were as follows: under 35, 17.69; between 35 and 44, 16.09; from 45 to 55, 21.08; and for those principals 55 and over, 16.71. The group of principals 45 to 55 years of age had lower subordinate (teacher) loyalty as did principals who had more professional preparation. Principals with an MA or less had mean scores of 15.88, principals with an MA plus had scores of 17.83, and principals who had 6 years or more preparation had

mean scores of 18.40. The data on principals' years of experience and subordinate loyalty indicated that less experienced principals tended to have more loyal teachers. The mean scores were as follows: for 1 to 4 years experience, 16.77; for 5-9 years experience, 17.41, and for 10 or more years experience, 17.82. The difference in staff sizes showed no difference in mean scores on loyalty to the principal; likewise, there was no appreciable difference in the mean loyalty scores between principals in schools located in rural, urban, or suburban areas (17.31 to 17.47) (Williams, 1971).

In 1971 another researcher at Rutgers University, Richard Rees, conducted a project under the direction of Professor Hoy on hierarchical relationships in public secondary schools. Sixty public secondary schools in the state of New Jersey participated in the study constructed on several of the hypotheses similar to the Williams study. The findings indicated that relationship-oriented secondary principals did not have significantly more loyal teachers than did task-oriented principals and that no matter what the leadership style, a principal who was perceived by their staff as being influential with the school district hierarchy had more teacher loyalty ($F = 41.76$, $p < .01$). Also, principals in this study who were able to maintain emotional detachment, the ability to remain calm, had greater loyalty from their teachers

($\underline{F} = 19.00$, $p < .01$), and authoritarian secondary principals had significantly less loyal teachers than did principals who were non-authoritarian supervisors ($\underline{F} = 24.62$, $p < .01$) (Hoy & Rees, 1974; Rees, 1971).

Cecil Miskel, formerly of the University of Kansas, conducted a study in which both elementary and secondary schools from 1 parochial and 11 public school districts were included. The study included, amongst several other dependent variables, teacher loyalty using the Hoy Scale with an alpha of .91 for his study. Miskel found that perceived school effectiveness, loyalty to the principal, and teacher job satisfaction are positively related to each other. In addition, teacher loyalty to the principal is best predicted by the principal having formalized general rules, using participative processes in leadership, and was a more experienced principal in a parochial school ($\underline{F} = 30.7$, $p < .01$) (Miskel & Gerhardt, 1974).

Another study involving teacher loyalty to the principal was conducted by Sidotti in 1976 at Rutgers University. The research was a study of the principal's use of formal and informal authority as it relates to teacher loyalty, job satisfaction, and sense of powerlessness conducted in 40 public elementary schools of New Jersey. Results of the study indicated that principals who scored high on use of informal authority and low on use of formal authority had teachers who were

more loyal. No significant differences were found in teacher loyalty, job satisfaction, or sense of powerlessness for those principals who scored high in use of both formal and informal authority. The lowest mean scores for teacher loyalty were found for those principals perceived by their teachers as low in use of both formal and informal authority (Sidotti, 1976).

Two graduate students at Rutgers University, Wayne Newland and Richard Blazovsky in cooperation with Professor Hoy, conducted a study on two dimensions of organization, centralization and formalization, and two aspects of employee orientation, subordinate loyalty and esprit. The study was conducted with the professional staffs of 41 secondary schools in New Jersey. The Hoy Scale was used to measure teacher loyalty to the principal and an alpha score of .92 was obtained for the index. The study found that the greater the emphasis on hierarchy the lower the teacher morale and thus the principal's ability to command teacher loyalty ($r = -.54$). As might be expected, the more participation in decision making by the teachers the higher the esprit among the teachers and thus the principal's ability to command loyalty ($r = -.37$). The more teachers were observed to see if they were following the rules the lower was the esprit ($r = -.39$) and teacher loyalty to the principal ($r = -.46$). The study indicated that teacher loyalty to the principal depends more on the

principal's use of hierarchy of authority than to the degree in which teachers participate in school-wide decision making. Also, the ability of the teachers to carry out assigned tasks unimpeded by supervisors is more important than participating in school-wide decisions in producing teacher loyalty to the principal (Hoy, Newland, & Blazovsky, 1977).

Professor Hoy and two colleagues at Rutgers University, Tarter and Forsyth, conducted a study on subordinate loyalty and administrative behavior. The researchers wanted to determine which behaviors would best predict teacher loyalty to elementary and secondary principals. The study was conducted in 80 public schools of New Jersey using the eight-item loyalty index developed by Hoy and Williams based on the work of Blau and Scott and Murray and Corenblum. The study was designed to yield separate results for elementary and secondary principals. The administrative behaviors involved were initiating structure (well-defined patterns of organization, avenues of communication, and methods of procedure), consideration (the friendship, trust, respect, and warmth between the principal and staff), thrust (the leader's efforts to move the organization), authoritarianism (strict, closely supervises, rigid, and dominating), and emotional detachment (the ability to remain calm and rarely lose their tempers). The results of this study indicated that

for elementary principals, the greater the consideration and thrust the greater the principal's ability to command loyalty ($\underline{r} = .90$, $p < .01$). The ability to command subordinate loyalty by secondary principals came from the use of thrust, initiating structure, and a decrease in authoritarianism ($\underline{r} = .88$, $p < .01$) (Hoy, Tarter, & Forsyth, 1978).

In the Hoy, Tarter, and Forsyth study, of the five administrative behaviors investigated, there was a difference in the importance of the behaviors as to their influence on the ability to command loyalty by the principal. Thrust, the leader's efforts to move the organization, was high for both elementary and secondary administrators; whereas, initiating structure was high for secondary school personnel but tended to have an adverse effect in the elementary schools. Consideration, the emphasis on respect, trust, and feeling of warmth between the principal and teacher, was more important for teacher loyalty at the elementary level than at the secondary level. This study concurs with earlier research conducted by Hoy and Rees and Hoy and Williams which found that emotional detachment is related positively to the development of loyalty to the principal and that authoritarianism is inversely related (Hoy, Tarter, & Forsyth, 1978).

In 1979, a study was conducted in 76 public elementary schools of Pennsylvania on the topic of the relationship between teacher loyalty to the principal and organizational climate of the school. Covato (1979) found that teacher loyalty to the principal is positively related to openness of school climate, the principal's ability to initiate structure and show consideration, and the satisfaction teachers have with regard to their achievement of tasks and social needs. The findings suggested that teacher loyalty to the principal is a function of real teacher-principal interaction. Note that initiating structure, which means the principal has well-defined patterns of organization, avenues of communication, as well as defined procedures, was high in affecting a positive teacher loyalty to the principal in the Covato study, while in the Hoy, Tarter, and Forsyth study initiating structure tended to have an adverse effect on teacher loyalty to the principal.

Another study done at Rutgers University on the topic of teacher loyalty was done by Vito Germinario in 1982. The study involved a small number of both secondary and elementary schools, a total of 15 schools, which investigated teacher loyalty to the principal and teacher satisfaction with their status of decision making. The conclusions of the study were fourfold. Teacher satisfaction with their decisional status was related to

loyalty to the principal as was also discovered in the Hoy, Newland, and Blazovsky study. There was no significant difference between elementary and secondary teachers as to their satisfaction with their decision making participation. Elementary teachers exhibited a greater degree of loyalty to the principal than did secondary teachers. Teachers' desire to participate in decision making was strongest in those areas related to the teaching-learning process (Germinario, 1982).

Professor Hoy was the major advisor for a 1982 study done by Haymond in selected secondary schools of New Jersey on the topic of organizational structure as it relates to open climate and loyalty. Four of the hypotheses of the study were supported. Research found that highly specialized schools were characterized by more open climates and by higher teacher loyalty. Conversely, highly centralized schools were characterized by less open climates and lower teacher loyalty. Also, research discovered that, contrary to the prediction, schools high in documentation were characterized by less open climates and less loyalty. In summary, high schools corresponding closely to a professional model (high specialization, low centralization, and low documentation) had teachers who perceived the climate to be more open and were more loyal to the principal (Haymond, 1982).

A study of the relationship between teacher loyalty and the perceived leadership style of the principal was done at the University of Connecticut in 1982. There were 28 elementary principals and 144 teachers who furnished data for this study. The loyalty index was measured by the Hoy Scale and, in addition to the four leadership styles, there were descriptive characteristics for which data were collected and analyzed. The author postulated that the personal variables of sex, age, marital status, intent to seek advanced degrees, formal college training, father's occupation, interpersonal trust, authoritarianism, and religious affiliation would make statistically significant contributions to the understanding of teacher loyalty (Ascare, 1982).

The study yielded statistics which indicated that there was a significant relationship between the four leadership styles of the principals and teacher loyalty ($F = 15.778$, $p < .001$). The leadership styles of this study were identified with initiating structure and consideration which were earlier studied by Hoy, Tarter, and Forsyth. The four styles in the Ascare study were called integrated (high in initiating structure and high in consideration), related (low in initiating structure and high in consideration), dedicated (high in initiating structure and low in consideration), and separated style (low in initiating structure and low in consideration).

The study indicated that the mean loyalty score and the integrated leadership style yielded the highest score (34.859). Only two of the personal variables, age and interpersonal trust, were significant by themselves in the development of teacher loyalty at the .05 level. Those teachers who were 32.6 years of age and above and those possessing high interpersonal trust above the mean of 30.2 exhibited greater amounts of loyalty to their principal. Interpersonal trust when combined with no intent to seek an advanced degree produced an interaction effect at the .05 level of significance of teachers being more loyal to their principal, as did interpersonal trust and religious affiliation, low authoritarianism and having 6 or more years of formal college training, low authoritarianism and being uncertain whether they would earn an advanced degree. The variables of sex, marital status, and father's occupation were neither independently nor in combination with some other variable significantly related to the level of teacher loyalty (Ascare, 1982).

Mullins (1983) conducted a study at Rutgers University on teacher loyalty to the principal and the teachers' zone of acceptance of the principal's decisions. The study defined zone of acceptance as that area of organizational decision making that teachers leave to the prerogative of the principal. The results of the study indicated that there is a positive relationship between teacher's loyalty

to the principal and the teacher's zone of acceptance. The more the loyalty commanded by the principal, the wider the zone of acceptance (Mullins, 1983).

Another teacher loyalty study was conducted in 1983 at Rutgers University. Bernice Venable examined the relationships between principal rule administration behavior, influence, and loyalty to the principal in 39 elementary and 31 secondary public schools of New Jersey. Specifically, Venable hypothesized that representative rule administration behavior (a pattern typified by joint rule initiation and acceptance) and hierarchical influence (the perceived influence the teachers believe the principal has in the school district and will exert on their behalf) were positively related to loyalty to the principal. She also hypothesized that punishment-centered rule administration behavior (a pattern typified by conflict and tension between the principal and teachers) and mock rule administration behavior (a pattern in which rules are neither enforced by the principal nor obeyed by the teachers) are negatively related to teacher loyalty to the principal. The survey, which kept data separate for the elementary and secondary schools in the study, indicated that there was no significant relationship between representative rule administration behavior and teacher loyalty for the elementary sample ($r = .19$) while there was a positive

correlation ($\underline{r} = .51, p < .01$) for the secondary sample. There was a negative relationship between punishment-centered rule administration and teacher loyalty to the principal at the elementary level ($\underline{r} = .31, p < .03$) but not significant at the secondary level ($\underline{r} = .03$). No significant relationship was found, at either level, for mock rule administration behavior. Hierarchical influence was found to be significantly related, as predicted, to teacher loyalty to the principal at both the elementary level ($\underline{r} = .59, p < .01$) and secondary level ($\underline{r} = .89, p < .01$). A multiple regression analysis indicated that the best predictors of loyalty to the principal at the elementary level were the less the punishment-centered rule administration behavior and the greater the hierarchical influence, whereas the best indicators at the secondary level were hierarchical influence and representative rule administration behavior (Johnson & Venable, 1986; Venable, 1983).

There were similarities between the Venable research and the Rees study done in 1971 as to hierarchical influence having a positive relationship on teacher loyalty to the principal. In addition, the Rees study of secondary principals and the Ascare study of elementary principals found that authoritarian principals had less loyalty while Venable found that punishment-centered rule administration behavior at the secondary level also produced less

loyalty. Hoy, Newland, and Blazovsky in their observations of secondary principals who rigidly observed teachers to see if they followed the rules also found less loyalty. Authoritarianism, punishment-centered rule administration, and rigid supervision to check on rule observance are all similar.

Hoy, Tarter, and Forsyth found that consideration, with its emphasis on trust, respect, and feeling of warmth, is more positively related to teacher loyalty to the principal at the elementary level than initiating structure. Initiating structure, like Venable's representative rule behavior, does not engender feelings of warmth and close friendship as consideration does. Ascare's interpersonal trust is similar to consideration and both generated more teacher loyalty to the principal at the elementary level.

A study done at Texas Southern University in 1983 on the topic of subordinate loyalty as a function of perceived leadership style, hierarchical influence, and morale indicated, once again, that hierarchical influence was positively related to teacher loyalty to the principal. Also, the investigator, Arisukwu, found that employee morale, democratic and laissez faire leadership styles were positively related to teacher loyalty at the .05 level of confidence. It is interesting to note that, in this study of 266 teachers in a suburban Texas school

district, authoritarian leadership style was neither positively nor negatively related to teacher loyalty at the .05 level of significance (Arisukwu, 1983). This finding does not concur with other studies which include authoritarian leadership style or behaviors. These studies all indicate authoritarianism is negatively related to the development of teacher loyalty to the principal.

Ward, under the supervision of Professor Hoy, conducted a study in 55 New Jersey secondary schools on the topic of leadership, cognitive style, and loyalty. The results showed that a significant positive relationship existed between cognitive and leadership style; however, cognitive style was not related to consideration, initiating structure, or teacher loyalty. Ward's study indicated that teacher loyalty was best predicted by consideration and initiating structure. He also found in his study that more administrative experience was inversely related to staff loyalty (Ward, 1983). This finding concurs with one of the findings of the Williams study.

Ward, Ascare, and Covato all found that initiating structure and consideration were predictors of teacher loyalty. Hoy, Tarter, and Forsyth, on the other hand, found initiating structure was a high predictor for secondary schools only. Their study showed that initiating

structure actually had an adverse effect on elementary school teacher loyalty.

In 1984 Isaacson conducted his principal behavior and teacher loyalty study while at Rutgers University. Under the supervision of Professor Hoy, Isaacson explored superior-subordinate relationships in New Jersey public elementary schools using the Hoy Scale to measure loyalty. He posited that authoritarianism was negatively associated with teachers' loyalty and the data confirmed it with the correlation at the -0.82 level and significant beyond the .01 level. Hierarchical independence was positively associated with teacher loyalty ($r = .65$, $p < .01$) and hierarchical influence was also positively associated with a correlation of .68 which was significant beyond the .01 level. Emotional detachment was also positively related to teacher loyalty to the principal ($r = .73$) as was the practice of clinical supervision ($r = .81$), which is claimed to be a non-threatening approach to instructional supervision characterized by joint planning and collegiality. Executive Professional Leadership, which refers to the extent of the leader's efforts to improve subordinate performance, had a positive relationship on the development of teacher loyalty to the principal ($r = .72$). The seventh hypothesis stated that acknowledgment and support of the importance of the intrinsic rewards of teaching are positively related to

teacher loyalty. The data confirmed the hypothesis with the correlation coefficient of .72 and a level of confidence beyond the .01 level (Isaacson, 1984).

Isaacson's study supplied additional evidence to the body of research that indicates there is a negative relationship between the principal's use of authoritarianism and teacher loyalty. This body of research includes the studies of Rees, Hoy, Tarter, and Forsyth, Ascare, and Venable in addition to Isaacson.

Williams found that principals who remain independent of the school hierarchy do not have more loyal teachers. Isaacson, Hoy, Newland, and Blazovsky, on the other hand, found that principals who remained independent of the hierarchy have more loyal teachers. Isaacson and Williams agree as to the role of hierarchical influence and the development of teacher loyalty. Hierarchical influence is positively related and their conclusion is supported by the research of Venable and Arisukwu.

Isaacson, like Williams, Rees, Hoy, Tarter, and Forsyth, reported that emotional detachment, the supervisor's ability to remain calm and not lose their temper when dealing with work situations, is positively associated with teacher loyalty to the principal. There has not been one study found by this investigator in which emotional detachment is negatively associated with teacher loyalty. There seems to be general agreement on this

issue; however, Isaacson is the only investigator found who has collected data on the relationship of clinical supervision, Executive Professional Leadership, and the value of recognizing and supporting the intrinsic rewards and the development of teacher loyalty to the principal.

The review of literature on loyalty and, specifically, loyalty to the principal has provided a background of the research conducted and the related findings for the reader. However, prior to discussing the methodology involved in this study of teacher loyalty to the principal in selected Catholic elementary schools, a recap of the findings from previous research that directly touches the present study should be helpful. The reader is reminded that there are five hypotheses involved in the present study. These hypotheses include the administrative conditions of lay versus religiously professed principals, lay women versus lay men principals, rural community principals versus urban area principals, principals with a smaller number of teachers versus principals with a larger number of teachers, and principals who have more administrative experience versus principals who have less administrative experience with the dependent variable of teacher loyalty to the principal.

The 1971 Williams study, conducted among elementary schools in New Jersey, found that female and male principals were nearly identical as to teacher loyalty

(17.44 to 17.40) (Williams, 1971). Ascare (1982) found that the sex of the teacher as a variable was not significant, either independently or in combination with some other variable, as to the development of teacher loyalty. Isaacson, who also collected data on the sex of the teacher respondent, concluded that the sex of the teacher had no significant effect on any of his scales (Isaacson, 1984). The reader should note that Williams, who was the only investigator to look at the connection between the sex of the principal and teacher loyalty to the principal, concluded that female and male principals were almost identical in this regard.

Ascare and Isaacson did not investigate whether the location of the school affected teacher loyalty to the principal as is proposed for this study. Williams did include school location as a variable. He found that there was no appreciable difference in mean loyalty scores for principals of schools located in rural, suburban, or urban areas (Williams, 1971).

The effect of the number of teachers on a professional staff and teacher loyalty to the principal was researched by Williams. He found that there was no appreciable difference between teacher loyalty to the principal of schools that had a large number of teachers and those schools that had a small number of teachers (Williams, 1971). No other investigator was found that studied size

of teaching staff as a variable of teacher loyalty to the principal.

The concept of more or less administrative experience for the principal and the effect of this on teacher loyalty to the principal has been investigated by only one researcher. Williams (1971) in his study of 42 public elementary schools included the administrative experience variable. He found that less experienced principals, those having at least 1 year and no more than 4 years, had the most teacher loyalty ($\bar{X} = 16.77$). The significance of the mean score decreased as the number of years of administrative experience increased. Ward (1983) also found that more administrative experience was negatively related to teacher loyalty.

Most of the survey data of this study on teacher loyalty to the principal in Catholic elementary schools had at least one study conducted in eastern public schools with which to compare its findings. There was one hypothesis, the hypothesis comparing religious versus lay principals, that had no previous studies with which to compare the findings.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to inform the reader of the methods that were used in this research project of teacher loyalty to the principal. The sample population involved, the research design, the survey instruments, and the analysis of the data will be discussed.

Sample Population

Since this research was conducted in the Catholic elementary schools of the Archdiocese of Omaha, the Archdiocesan Superintendent of Schools was contacted for her permission and support to conduct the necessary research. In addition, the 60 principals and the full-time teachers of the Catholic elementary schools which fall within the scope of this study were contacted seeking their permission and cooperation. Each school was mailed sufficient letters explaining the project and what was requested of the teachers and school secretaries. The secretaries were to act as collecting agents of the completed questionnaires and mail the surveys to the researcher in self-addressed post-paid envelopes provided.

Care was taken to protect the privacy and anonymity of schools, teachers, and principals participating in the project. Respondents, their principal, and their employing school were assured that their responses to the

questionnaire would be confidential and used solely for the intended purposes of this research.

The survey questionnaire was given to all full-time elementary school teachers in the Archdiocese of Omaha in the 60 schools falling within the scope of this study. The self-administered survey questionnaire was given to the 618 full-time teachers upon agreement to participate in this study.

Research Design

The design of this descriptive study utilized the survey research method with some personal interviews included. Each full-time teacher employed by the 60 elementary Catholic schools of the Archdiocese of Omaha which met the criteria of the study was requested to provide responses to a loyalty to the principal index and to a variety of administrative and teacher variables which existed for them and their school setting.

Teacher loyalty to the principal, the dependent variable, was determined from the responses given to the eight-item index developed by Williams and Hoy (Williams, 1971) sometimes referred to as the Hoy Scale (see Appendix C). The independent variables of this study were selected principal and teacher demographic information. The selected demographic information about the principal included religiously professed versus lay school leadership, lay female versus lay male school leadership,

principal longevity, school location, and faculty size. The selected teacher demographic information included the religiously professed or lay status of the respondents, as well as their sex, whether the respondents were Catholics, where the respondents received their high school education and undergraduate degree, and the teacher's longevity at their present school.

The administrative and teacher variable data were collected at the same time and from the same respondents who provided answers to the Lickert-type responses of the Hoy Scale. The Likert-type responses ranged from 5 for high loyalty to 1 for low loyalty.

Upon completion of the data collection and analysis phases of the study, some 40 interviews were conducted by the researcher. Interviews were conducted with the principal and three randomly selected teachers from each of the five schools whose teachers were considered the most loyal as indicated on the Hoy Scale. Additional interviews were conducted with the principal and three randomly selected teachers from each of the five schools whose teachers were the least loyal according to the Hoy Scale.

The follow-up interviews were conducted so that the investigator might look for differences in the responses which might indicate why some faculties were "most loyal" and why some faculties were "least loyal." Through the

interviews, the investigator hoped to discover some orally stated reasons as to the differences in loyalty.

Instrumentation

The loyalty to the principal index had its origins in Blau's and Scott's (1962) work on loyalty to organizations in which they put the ideas of loyalty into operational form rather than keep it a theoretical concept. They defined loyalty as an affective phenomenon. Later, Murray and Corenblum (1966), in doing replication work on Blau and Scott, argued that these two early pioneers on loyalty had really operationalized loyalty both as an affective and behavioral construct. Murray and Correnblum added a third measure, cognitive, to the previous affective and behavior dimensions.

The adaptation of the Blau and Scott's as well as Murray and Corenblum's work on loyalty to immediate superiors in a bureaucracy to teacher loyalty was made by Professor Hoy and doctoral student, Frank Williams (Williams, 1971).

Hoy and Williams were investigating superior-subordinate relationships in public elementary schools of New Jersey. The questions were crafted to reflect the cognitive, affective, and behavioral dimensions of the works of Blau, Scott, Murray, and Corenblum and have come to be called the Hoy Scale by some authors (Ascare, 1982; Rees, 1971).

This adaptation of the loyalty work, which had been conducted primarily in industrial settings, to the educational setting was accomplished by asking teachers two questions measuring the definition of loyalty of Blau and Scott:

1. If you had a chance to teach for the same pay in another school under the direction of another principal, how would you feel about moving?

2. If your principal was transferred and only you and you alone in your staff were given a chance to move with the principal (doing the same work at the same pay), would you feel like making the move?

Two questions were used to measure the affective domain of the concept of loyalty. Teachers were asked to answer the following:

1. Is your principal the kind of person you really like working for?

2. All in all, how satisfied are you with your principal?

The remaining four questions in the adaptation of the Blau and Scott and Murray and Corenblum works to teacher loyalty were stated as follows by Williams:

1. Generally speaking, how much confidence and trust do you have in your principal?

2. Principals at times must make decisions which seem to be against the current interests of their

subordinates. When this happens to you as a teacher, how much trust do you have that your principal's decision is in your interests in the long run?

3. About how often is your principal responsible for the mistakes in your work unit?

4. How much loyalty do you feel toward your principal?

The eight-item questionnaire has Likert-type responses ranging from a numerical value of 5.00 for high loyalty to the principal to 1.00 for low loyalty to the principal (Williams, 1971).

Reliability of the teacher loyalty to the principal index developed by Williams and Hoy that was used in this study and has been used in other related studies has been reported as high. Newland (1976) had a reliability coefficient of .92. He reported inter-item correlations as consistently high and ranged from .65 to .67. The correlations between item scores and the total score ranged from .87 to .88 with all correlations significant above the .01 level. Johnson and Venable (1986) report the coefficient alpha for the loyalty to principal index was $\bar{r} = .89$ in their study. Corenblum found the intercorrelations among responses to be sufficiently high to justify the conclusion that there was a common element in response to the eight questions (Williams, 1971).

Appendix A in this study is a copy of the letter containing a brief explanation of the study and an endorsement of the study by Archdiocesan Superintendent of Schools, Sister Mary Ann Gschwind, FSPA, and Professor Robert C. O'Reilly, chairman of the researcher's doctoral dissertation committee.

Appendix B contains a copy of the letter sent to each Archdiocesan elementary school principal and full-time teacher explaining the study and seeking their cooperation. The letter assures the respondents and principals of confidentiality and anonymity. A short memo to the school secretary is included in order to set up a collection arrangement.

Appendix C contains a copy of the survey instruments. Each Archdiocesan elementary school falling within the scope of this study, 60 in number, were given enough copies of the Administrative and Teacher Variables' Questionnaire and the Hoy Scale for each full-time teacher in the school to complete their own survey. Once the survey questionnaires had been completed, the respondent was instructed to place the completed survey into the envelope provided, seal it, and return to the school secretary within 3 days of receiving it.

Data Analysis

The analysis of the data secured through the two survey instruments, the Administrative and Teacher

Variables' Questionnaire and the Hoy Scale, was done using the Statistical Package of Social Sciences program at the Computer Services of the University of Nebraska at Omaha.

The SPSSX program produced results for the two survey instruments that were reported in group means, t -values, and one-tailed probability values. The group means illustrated measures of central tendency. The t -test was used because the analysis called for a comparison between two groups that had enough samples to be considered independent. The p -value indicated whether the results were less than, equal to, or greater than the level of significance of this study, .05. In this study, if the p -value was less than or equal to .05, the null hypothesis was rejected. If the p -value was greater than .05, the hypothesis was accepted.

The Hoy Scale, an eight-item questionnaire, had five Lickert-type responses for each question. For this study, each of the responses for each question was weighted, with the most loyal response valued at 5, the next most loyal response valued at 4, the middle response between loyal and not loyal valued at 3, the response that was unloyal but not the most unloyal valued at 2, and the most unloyal response valued at 1.

The responses on the loyalty scale for each respondent were tabulated, using the weighted values, and a mean loyalty score was figured. The mean scores of all

respondents per school were tabulated to yield a mean loyalty score per school. With the mean loyalty score established for each school, the tabulations were done to test the five hypotheses and the teacher variables which were part of the Administrative and Teacher Variables' Questionnaire.

The method used to select the five most loyal and the five least loyal school faculties was very straightforward. The five schools with the highest mean loyalty scores were considered the most loyal, and the five schools with the lowest mean loyalty scores were considered the least loyal. Interviews were conducted with the principals and randomly selected teachers of the five most and the five least loyal teachers.

Correlation coefficients were computed to determine how each of the eight Hoy Scale questions related to the entire scale as the indicator of teacher loyalty to the principal. There were eight X values as each of the eight Hoy Scale questions had a value. All the individual responses for each of the eight questions were used to determine the X value for that respective Hoy Scale question. The Y value was the mean loyalty score of all 521 respondents using all eight items. Correlations were done regressing Y on X. The closer the value of \underline{r} was to one, the more perfect the relationship. If the correlation coefficient (\underline{r}) was zero, then there was no

relationship of that item to the overall scale. Likewise, the closer \underline{r} got to zero, the less the relationship of that item is to the total scale.

CHAPTER IV

FINDINGS OF THE STUDY

The purpose of this chapter is to present the findings of the surveys and to discuss those findings in relation to the purpose and hypotheses of this study. The purpose of the study was to examine teacher loyalty to the principal amongst Catholic elementary schools of the Archdiocese of Omaha.

Population Data

Sixty Catholic elementary school principals were asked to participate and cooperate in this research effort. All principals agreed to allow their full-time teachers to complete and return the surveys; however, the principal of one small rural school elected not to return the responses, with no reason given when contacted by telephone.

A total of 439 surveys were sent out to the full-time teachers of the Catholic elementary schools in the urban area of the Archdiocese and 372 or 84.7% were completed and returned. A total of 176 surveys were sent to the full-time teachers in the Catholic schools located in the rural area of the Archdiocese and 149 were returned. The rate of return for the rural area was also 84.7%. The return rate for the entire population surveyed was, therefore, 84.7%.

The 59 principals of the schools that participated in the project were classified into two broad categories as a religiously professed woman or as a lay person. The category of lay person was further refined into lay woman or lay man categories. Table 1 presents the number and percentage for each of the three categories of principals involved in the study. A comparison of each category shows that, while lay men comprise the smallest number, the ratio of religiously professed principals to lay principals is 42% to 58%.

The total number of full-time teacher respondents was 521, and of that number only 55 were religiously professed women teachers while 466 were lay teachers. The number of lay men teaching in the Archdiocesan elementary schools is much smaller than the number of women, both religiously professed and lay, 32 to 489 (see Table 1).

The Principal and Teacher Demographic Information surveys requested the number of years of experience for both the principals and teachers in their present settings. The years of experience statement was so structured that the respondents had to indicate their answer as either 4 or less years of experience or 5 or more years of experience in their present setting for both the principal and themselves. The data revealed that slightly more than half of the principals and teacher

Table 1

Principals and Teachers as Religiously Professed or Lay
Woman or Lay Man

Category	Number	Percent
Principals		
Religiously professed women	25	42.4
Lay female	22	37.3
Lay male	12	20.3
Totals	59	100
Teachers		
Religiously professed women	55	10.4
Lay female	434	83.4
Lay male	32	6.2
Totals	521	100

respondents in the survey had 4 or less years of experience in their present setting (see Table 2).

There were 25 rural area schools involved in the study, which accounted for 42% of the total. The 34 urban area schools accounted for nearly 58% of the schools involved. The respondents from the 25 rural schools accounted for 28.6% of the total number of respondents,

Table 2

Principals' and Teachers' Experience

Category	Number	Percent
Principals		
4 or less years	41	53
5 or more years	28	47
Total	59	100
Teachers		
4 or less years	270	51.8
5 or more years	251	48.2
Totals	521	100

Note. The experience indicated here is at their present school setting. It does not necessarily mean total experience as a principal or teacher.

while the respondents from the urban schools accounted for the remaining 71.4% of the total.

The size of the schools involved in the survey was determined by the number of full-time teachers on the faculty. Of the 59 principals in the survey population, 33 were serving as the instructional leader of faculties with 9 or fewer full-time teachers while the remaining 26 had faculties of 10 or more full-time teachers. Nearly

68% of the respondents reported serving on school faculties of 10 or more full-time teachers (see Table 3). The 33 schools having 9 or fewer full-time teachers were divided into urban and rural areas with 13 of them being located within Douglas and Sarpy Counties (urban area) and the remaining 20 being located in the rural area. Twenty-one of the 26 larger schools, having 10 or more full-time teachers, were located within Douglas and Sarpy Counties (urban area).

Table 3

Principals and Teachers in Large or Small Schools

Category	Number	Percent
Principals		
9 or less full-time teachers	33	56
10 or more full-time teachers	26	44
Totals	59	100
Teachers		
9 or less full-time teachers	168	32.2
10 or more full-time teachers	353	67.8
Totals	521	100

Note. The size of the school was determined by the number of full-time teachers on the faculty.

This study involved faculty members of the Catholic elementary schools of the Archdiocese of Omaha and, as such, one might expect a high percentage of the teachers in those schools to be members of the Catholic religion. The survey data confirm this expectation in that 93.5% or 487 of the respondents indicated they were members of the Catholic Church.

The demographic data contained a statement concerning whether the respondent obtained their high school diploma and higher education undergraduate degree from a Catholic or non-Catholic institution. The majority of the respondents, 53.4%, received their high school education at a Catholic high school. Nearly the exact same percentage of respondents, 53.6%, reported receiving their undergraduate degree from a non-Catholic college or university.

Loyalty Data

The data collected through the surveys were analyzed using the SPSSX package through the Computer Services of the University of Nebraska at Omaha. The results are reported here for each of the five hypotheses and for the respondents grouped according to the teacher variables' information supplied by the respondents themselves. This was done so the hypothesis could be accepted or rejected. Also, the mean loyalty scores of the respondents, grouped according to the variety of teacher variables, were

compared to determine which, if any, of the teacher variables listed were predictors of teacher loyalty to the principal.

Hypothesis I. Teacher loyalty to the principal as measured by the Hoy Scale (1971) at the .05 level of confidence will not be more significant in those schools with religiously professed principals compared to those schools with lay principals.

The findings of the survey indicated that the 175 respondents who had a religiously professed principal had a mean loyalty score of 3.8578, whereas the mean loyalty score of the 346 respondents who had a lay woman or man principal was 3.6319. The difference of .2259 yielded a t-value of 2.70 and a p-value of .0035 (see Table 4). This one-tailed probability score was less than the stated .05 level of significance, so the null hypothesis was rejected. Teacher loyalty to the principal was more significant in those schools with religiously professed principals when compared to those schools whose principal is a lay person. The data indicated that religiously professed women principals could/may have more loyal teachers than lay principals.

Hypothesis II. Teacher loyalty to the principal as measured by the Hoy Scale (1971) at the .05 level of confidence will not be more significant in those schools

with female lay principals compared to those schools with male lay principals.

The data revealed that the schools with female lay principals had a mean loyalty score of 3.6135, whereas the schools with a male lay principal had a mean loyalty score of 3.6627. Even though the mean loyalty score for schools with a lay male principal was higher by .492, the difference was not significant. The t -test value was -0.48 which produced a p -value of .315 which is not at the .05 level of significance; therefore, the null hypothesis was accepted (see Table 4). There was no significant difference in the loyalty of the teachers in schools with either a lay female or lay male principal. The data of this study indicated that the sex of the principal may have no significant effect on the loyalty of the teachers toward their principal.

Hypothesis III. Teacher loyalty to the principal as measured by the Hoy Scale (1971) at the .05 level of confidence will not be more significant in those schools located in rural communities compared to those schools located in urban areas.

An examination of the data indicated that the teachers of schools located within Douglas and Sarpy Counties which, for the purposes of this study, were considered the urban area have a mean loyalty score of 3.6838. The mean loyalty score for the teachers of the Catholic elementary schools

of the Archdiocese of Omaha located in the rural areas was 3.7677. Teachers in rural areas had a higher mean loyalty score (.839); however, the score was not high enough to give a t -value and a p -value of any significance ($t = -.096$ and $p = .169$) (see Table 4).

The analysis of the data called for the acceptance of the null hypothesis that there was no significant difference in teacher loyalty scores from schools located in the rural area than from schools located in an urban area. The findings of this study indicated that the location of the school has no significant effect on the mean loyalty scores of the teachers toward their principals.

Hypothesis IV. Teacher loyalty to the principal as measured by the Hoy Scale (1971) at the .05 level of confidence will not be more significant in smaller schools, those with 9 or fewer full-time teachers, compared to larger schools, those with 10 or more full-time teachers.

The number of teachers in this survey who taught at small sized schools was fewer than the number of teachers employed at larger sized schools (168 to 353). The mean loyalty score for teachers in smaller schools was 3.6827. This mean loyalty score was lower than the score for the teachers in larger schools which was 3.7208. The higher mean loyalty score of .381 for teachers who work in schools with a larger number of full-time teachers did not produce

a t-value large enough to reject the null hypothesis at the .05 level of confidence. The mean loyalty scores of the teachers at smaller schools and of the teachers at larger schools produced a t-value of -0.43 and a p-value of .333 (see Table 4).

The findings concerning the fourth hypothesis of this study once again indicated that the null hypothesis must be accepted. There was no difference, at the .05 level of confidence, between the loyalty of teachers who were employed at smaller schools and the loyalty of teachers employed at larger schools. School size, as defined in this study, may not be an indicator of teacher loyalty to the principal.

Hypothesis V. Teacher loyalty to the principal as measured by the Hoy Scale (1971) at the .05 level of confidence will not be more significant in those schools with principals who have 5 or more years of administrative experience in their present setting compared to those schools with principals who have 4 or less years of administrative experience in their present setting.

The data concerning the last hypothesis of the study manifested that the number of respondents whose principal had 4 or less years experience and the number whose principal had 5 or more years experience was nearly equal (276 to 245). In addition, the findings showed that the mean teacher loyalty score for faculty members whose

principal had 4 or less years of administrative experience was .962, while the score for teachers whose principal had 5 or more years of administrative experience in their present setting was .912. The difference in mean loyalty scores was .050, which gave the teachers whose principal had less experience a slightly higher score. The t -value was -1.0 and the p -value was .158 (see Table 4).

The null hypothesis was accepted. There was no significant difference in teacher loyalty based on the length of administrative experience of the principal. The data of this study indicated that the length of administrative experience in the school the principal was presently administering may not affect teacher loyalty to the principal.

Women religious teachers and lay teachers. The first group of teacher variables to be examined as to the probability of being an indicator of teacher loyalty to the principal of Catholic elementary schools was the variable of the religiously professed or lay status of the teacher. Whether lay women teachers or lay men teachers were more loyal to the principal was also examined.

The mean loyalty scores of the 54 women religious teachers was 3.9730, and the mean loyalty scores of the lay teachers was 3.6812. The difference in mean loyalty scores was .2918, which produced a t -value of 2.46 and

Table 4

Statistical Analysis of the Five Hypotheses

Hypothesis	Difference in mean scores	t-value	p-value
I. Religious versus lay principals	.2259	2.70	.0035*
II. Lay female versus lay male principals	.492	-0.48	.315
III. Location	.839	-0.96	.169
IV. Size	.381	-0.43	.333
V. Length of administrative experience	.050	-1.0	.158

* $p < .05$.

a p-value of .008. This p-value was obviously less than .05 which was used to predict probability. This study produced results that could/may lead the reader to predict higher loyalty to the principal by women religious teachers.

The mean loyalty score for the 432 female lay teachers who participated in this study was 3.6870, whereas the mean loyalty score of the 32 male lay teachers who participated in this study was 3.6032. The difference

in mean scores was .838. The difference was not significant enough to produce a large t -value or significant p -value for the .05 level of confidence. The t -value was 0.42, and the p -value was .340. Based on these analyses, the investigator was not able to conclude that the sex of the lay teacher could/may be used to indicate higher teacher loyalty to the principal.

Catholic versus non-Catholic teachers. Since this study was conducted in the Catholic elementary schools of the Archdiocese of Omaha, it was decided that it would be worth examining whether the full-time teachers who were members of the Catholic Church were more loyal to their principal than were the full-time teachers who were not members of the Catholic Church. As stated earlier in this report, the vast majority of respondents, 487, were members of the Catholic Church. Non-Catholic teachers numbered 34. All principals in the Catholic elementary schools of the Archdiocese are Catholic.

The mean loyalty score of the teachers who were Catholic was 3.7410, whereas the mean loyalty score for the teachers who were non-Catholic was 3.2904. The difference in mean loyalty scores was .4506, which yielded a t -value of 2.10 and a p -value of .0215. The p -value was greater than the .05 level of confidence (see Table 5).

Survey data and their analysis revealed that those teachers in Catholic elementary schools who were members

of the Catholic Church were more loyal to their principal. Not only were these teachers more loyal to the principal, but significantly so. Teacher loyalty to the principal of a Catholic elementary school could/may be higher if the teacher is a member of the Catholic Church.

Teacher experience. Data examined earlier showed that the length of administrative experience in their present setting had no significance as an indicator of teacher loyalty to the principal. Does the length of experience in their present setting for the teacher have an effect on their loyalty to the principal? Not significantly, according to the data of this study.

The mean loyalty scores for teachers who have been teaching at their present school 4 or less years was 3.7172 for the 270 teachers in this category. The 251 teachers in this project who have been teaching at their present school 5 or more years had a mean loyalty score of 3.6976. There was a difference of .0196 in mean loyalty scores. This slight difference produced a t-value of 0.24 and a p-value of .406 which does not fall at or below the .05 level of confidence (see Table 5). The probability of length of administrative experience being an indicator of teacher loyalty was better than the probability of the length of teaching experience, .158 to .406; however, neither variable was within the .05 level of confidence.

High school education. Another teacher variable that was examined for its probability as an indicator of teacher loyalty to the principal was where the teachers received their high school education. Were teachers who received their high school education at a Catholic high school more loyal than teachers who received their high school education at a non-Catholic high school, or vice versa?

The number of teachers involved in this study was nearly evenly divided between those who received their high school education at a Catholic high school, 283, and those who received their education at a non-Catholic high school, 238. The mean loyalty score for the teachers who received their education at a Catholic high school was 3.7410 while the mean loyalty score for the non-Catholic high school educated teachers was 3.6582. There was a difference between scores of .828. This difference in mean loyalty scores produced a t -value of 0.99 and a p -value of .1605 which does not fall within the .05 level of confidence (see Table 5). Where teachers received their high school education was not an indicator of teacher loyalty to the principal in this study.

College/University education. If the investigation of teacher loyalty to the principal included an analysis of whether the Catholicity or non-Catholicity of the respondents' high school education was an indicator of

that loyalty, then the next step was to examine the respondents' college/university undergraduate degree.

Are teachers who received their undergraduate college/university degree at a Catholic institution more loyal to their principal? Are teachers who received their undergraduate degree at a non-Catholic institution more loyal to their principal? The respondents were once again fairly evenly divided between those who graduated from a Catholic college/university, 235, and those who graduated from a non-Catholic college/university, 280.

The mean loyalty score of the graduates of a Catholic institution of higher education was 3.8000. The mean loyalty score of the graduates of a non-Catholic institution of higher education was 3.6240. The graduates of a Catholic college/university had a higher mean loyalty score of .1760 which produced a t -value of 2.13 and a p -value of .0165 (see Table 5). The p -value falls below the .05 level of confidence. Teachers at Catholic elementary schools who are graduates of a Catholic college/university were more loyal to their principal, and this variable could/may possibly be used as an indicator of that loyalty according to the finding of this study.

Interviews

The intent of the interviews was to gather additional information from the five most loyal and the five least

Table 5

Statistical Analysis of the Teacher Variables

Variable	Difference in mean scores	t-value	p-value
I.a. Religious women versus lay persons	.2918	2.46	.008*
I.b. Lay women versus lay men teachers	.838	0.42	.340
II. Church membership	.4506	2.10	.0215*
III. Experience	.0196	0.24	.406
IV. High school education	.838	0.99	.1605
V. College degree	.1760	2.13	.0165*

* $p < .05$.

loyal school faculties. Through the use of a structured interview, the researcher attempted to determine some common rationale as to why some school faculties were most loyal and some were least loyal; what accounted for the loyalty or lack thereof.

There was only one distinguishable variable as to the administrative and/or teaching variables and the school faculty being on the top or the bottom of the loyalty to the principal list, and that variable was the religiously

professed status of the principal. The five most loyal school faculties had the following characteristics: Two of the schools were located in the urban area and three in the rural area; two of the school faculties were large and three were small; and one principal was a lay woman and the other four were women religious. As there were four women religious principals on the list of the five most loyal school faculties, this would support the first hypothesis that religiously professed principals could have more loyal teachers. The five least loyal school faculties had the following make-up: Three were located in the urban area and two in the rural area; three of the faculties were small and two were large; and three of the principals were lay women and two were women religious. Clearly, neither location nor size had any direct bearing as to why the schools were on the most or least loyal school faculty list. Male principals were absent from both lists.

The interviews themselves produced no clear reason as to what produces a most loyal or least loyal faculty. One conclusion is that the personality and mode of operation of the principal most probably has an effect on loyalty. A reading of the summary of the interviews and the feeling emitted during the interview indicate that principals with loyal faculties are warm, caring, friendly, and concerned about growth of all in the school. These

principals are concerned about the school and faculty as a faith community as the mission of the school.

Relationships are very important to the principals who have the most loyal teachers.

The interviews with the five principals whose teachers were judged to be the most loyal and 15 teachers from these same five schools were most interesting, in that the responses to the six interview questions were generally the same. Both groups for the most loyal category responded oftentimes using the same phrases or generalized statements to illustrate their point. The manner in which the responses were given was oftentimes the same.

Interviewees of the most loyal schools were quick to answer, had little difficulty in giving examples, were very at ease in their responses, talked a lot, and were warm and unhesitant. The interviews with the five principals whose teachers were judged to be the least loyal and the 15 teachers from those same five schools were, generally speaking, almost the opposite. The least loyal groups of interviewees were slow to answer, had to stop and think before responding oftentimes, seemed to be a bit nervous, gave the answer and never volunteered any more than what was requested, gave some mechanical and proper answers (answers one expects to hear because to say less might indicate something is wrong), and were glad when the interview was completed.

A brief synopsis of the responses to each of the six interview questions is given here. The reader must be aware that, as might be expected, not all answers from the most loyal group were always highly positive and complimentary, nor were all the responses from the least loyal group negative and unsupportive. Remember, the 15 teachers for each group were randomly selected not knowing whether their individual results on the Hoy Scale were most loyal or least loyal or somewhere in between the extremes. The synopsis given here reports the generalized comments of the majority of the interviewees for the most loyal group and the least loyal group.

The question about the respondents' perceptions of their faculty and staff community atmosphere yielded the following comments from each of the four groups:

1. Principals with a most loyal faculty: Our faculty-staff atmosphere is faith-filled; positive; religiously centered; close knit; warm; and, absolutely wonderful.

2. Teachers from a most loyal faculty: Our faculty-staff atmosphere is like a family; we are all best friends; warm and helpful; a Christian community; one of mutual trust and respect; caring and close knit; and, we have great rapport amongst us.

3. Principals with a least loyal faculty: Our faculty-staff atmosphere is one in which we get the job done; professional; one in which we try to work together; one in which there are both negative and positive feelings.

4. Teachers from a least loyal faculty: Our faculty-staff atmosphere is one in which we get along; our morale is low and atmosphere is bad; divisive; lots of tension; hurt feelings; I guess it is open; and, we don't have community.

The second interview question, which dealt with the respondents' understanding of their most important duties as a principal or teacher at their school, produced the following comments:

1. Principals with a most loyal faculty: My most important duties are to provide opportunities for spiritual and professional growth; having a personal and helping relationship with all segments of the school community; creating competence through working together as a Christian community; being positive as I support teachers; and, promoting good communication amongst all.

2. Teachers from a most loyal faculty: My most important duties as a teacher in this school are to prepare students for life here and hereafter; to share the Good News of Jesus Christ; to teach students how

to get along; to prepare for future academic needs; to create an atmosphere of love and Christian caring; to select helpful and meaningful learning activities; and, to help the students know they belong to God first and the world second.

3. Principals with a least loyal faculty: My most important duties are to tell the teachers I'm here to help; to be a curriculum director; to encourage teachers; and, to direct faculty and students.

4. Teachers from a least loyal faculty: My most important duties are to teach the basics; to show students how to get along with others; to stress religion and academic excellence; to be a role model; to help students so they can graduate; and, to be here for the kids.

The third interview question, which asked how the principal/teachers contributed to the morale and attitude, also yielded some different responses from the most loyal and least loyal groups.

1. Principals with a most loyal faculty: My faculty contributes to the morale and attitude of our school and they do it through their positive and caring example; by instilling a good self-concept in children; getting to know our students; being

involved in both the school and parish life; knowing how to communicate; and, by showing respect for all.

2. Teachers from a most loyal faculty: My principal contributes to the morale and attitude by getting all involved and working together; responding to those in need and being available to all; getting along well with all segments of our school community; creating opportunities to instill and foster community; being a faith-filled person and sharing that with others; and, not blaming people only helps others solve problems.

3. Principals with a least loyal faculty: My faculty contributes to the morale and attitude by how they act toward me and others; how they project whether or not they like it at our school; how they support each other in front of students and parents; and, how they talk about the school outside of school. (This question tended to elicit more "how to" rather than "what is" responses from these principals.)

4. Teachers from a least loyal faculty: My principal contributes to the morale and attitude by being kind and compassionate; being a great Christian, but she's not a leader; being well informed in curriculum matters; showing love for children; causing the divisions; contributing nothing; not being

available to anyone; being contradictory and moody; and, by being negative.

The fourth interview question ascertained whether the principal was supportive with discipline problems and whether the teachers were supportive of the principal's leadership. The comments of the two teacher groups tend to be similar in that the majority of teachers thought their principal supported them with discipline problems.

1. Principals with a most loyal faculty: My faculty is supportive of my leadership and I know it by the speed and how well they carry out my requests; the way we all affirm each other; you can feel it in the air; the way they get involved in the school and parish life; how the school is growing in number and achievements; and, how low our teacher turnover is.

2. Teachers from a most loyal faculty: My principal is supportive with discipline problems by always backing me publicly, even though the principal may not agree; the principal is human and knows when I need help with discipline; being there at all times to support me and the students; dealing with the parents in a way that supports both me and the student; getting the facts before any action is taken; being available 24 hours a day; and, by instilling

in us the desire to treat individuals as creations of God and handle them as such.

3. Principals with a least loyal faculty: My faculty is supportive of my leadership and I know it by their cooperation; their work behaviors; some teachers individually telling me they support me; some telling me they privately support some of my stands on unpopular issues; and, by the teachers not openly opposing me.

4. Teachers from a least loyal faculty: My principal is supportive with discipline problems by always backing me; helping me with parents; working with teacher and child if needed; being creative in solving discipline problems; confronting discipline problems head on; my principal isn't supportive and isn't available; is often hot and cold as far as support is concerned; and, oftentimes lets the problem go so it never gets solved.

The question about principals/faculty being receptive to the other's thoughts and feelings about the school and its operation yielded the following comments:

1. Principals with a most loyal faculty: My teachers are receptive to my thoughts and feelings by the way they constantly tell and show me they are interested; have readily accepted my curriculum suggestions and emphasis; asking me for advise and

ideas on school and classroom matters; accepting my goals and objectives for the year; and, by becoming heavily involved in inservice programs.

2. Teachers from a most loyal faculty: My principal is receptive to my thoughts and feelings by letting us know how appreciative she is when we give our ideas and feelings; accepting my explanations and reasons for my thoughts on how to improve our school; including us in the selection of new faculty members; relying on our knowledge of the local situation and people who live here; never arguing with us when we propose solutions or resorting to put downs; and, by encouraging brainstorming and creativity.

3. Principals with a least loyal faculty: My teachers are receptive to my thoughts and feelings by coming and telling me they are receptive; because they carry out what I want once I tell them; because they will come forth with new ideas if I tell them I will accept new ideas; because I tell them what I want and they accept it; and, yes, they are receptive, but I need to do something to make them more receptive.

4. Teachers from a least loyal faculty: My principal is receptive to my thoughts and feelings by asking for our opinions, but we better have facts

and figures to support them; asking our opinions but never acting on them; our principal never asks our opinions, as it is done the principal's way or none; my principal asks the opinions of some teachers, but not all; the principal asks our opinions, but some things are beyond the scope of the principal's power.

The sixth question of the interview dealt with the interviewee naming two things done by the principal/faculty to make one proud to be at the school. The quality of the items mentioned are what was noticeable between the most loyal and least loyal groups.

1. Principals with a most loyal faculty: My teachers have made me proud to be at this school by bringing many new students to our school; knowing how and actually carrying out good public relations; their loving yet firm discipline which supports students; their emphasis on knowledge and practice of religion; their really helping kids, not just teaching them; their involvement in our liturgical celebrations; and, their dedication and commitment to help students and themselves grow spiritually and professionally.

2. Teachers from a most loyal faculty: My principal has made me proud to be at this school by giving me confidence and support; always being there for me and the kids; working with all segments of

our school; being great at public relations and working with parents; being a great communicator and making each of us feel as though we are a great asset to the school; being well organized and creating a good image for our school; trusting and supporting us; being recognized locally and nationally as an excellent principal; and, by giving credit often and openly to all the teachers.

3. Principals with a least loyal faculty: My teachers have made me proud to be at this school by beginning to meet the needs of the students; doing the big projects I asked them to do this year; doing a good job of teaching; trying to improve our public relations; and, they must understand that they must give of themselves and be dedicated.

4. Teachers from a least loyal faculty: My principal has made me proud to be at this school by not believing in red tape; improving our graduation ceremonies and school play; being a good, gentle Christian; improving our physical facilities and curriculum; doing things that are fun for kids; being dedicated to the survival of our school; recognizing my hard work and effort; my principal hasn't done anything to make me proud; and, I'm not proud of our school nor the principal.

Item Analysis for the Hoy Scale

Computations of correlation coefficients were done on the eight items of the Hoy Scale to determine the association of each of the items to the total loyalty scale. The computations yielded results that indicated the question that best associated with the total scale was question 3 which asked, "Is your principal the kind of person you really like working for?" The question that was the least associated with the results of the total scale was question 7 which asked, "About how often is your principal responsible for the mistakes in your work unit?" (see Table 6).

Table 6

Correlation Coefficients for the Hoy Scale

Hoy Scale question	Correlation coefficient	Rank order of association
1	0.7401	6
2	0.6677	7
3	0.8820	1
4	0.8529	3
5	0.8539	2
6	0.8102	4
7	0.4987	8
8	0.7974	5

CHAPTER V

SUMMARY, CONCLUSIONS, AND DISCUSSION

Summary

The purpose of this study was to examine teacher loyalty to the principal in the Catholic elementary schools of the Archdiocese of Omaha. In addition, this study investigated the findings of other teacher loyalty studies. What was the scope of these previous studies and were any of the findings supportive or contradictory of the findings of this present investigation?

Hypothesis I. The first hypothesis examined whether women religious principals had more teacher loyalty than the lay principals. The results of this study indicated that teacher loyalty was higher for principals who were religiously professed women than for the principals who were lay persons. The results were significant enough to allow the investigator to conclude that religiously professed women principals could/may have more loyal teachers.

Care must be taken not to overgeneralize this finding about religiously professed women principals and teacher loyalty. No other research was found to support or contradict the finding. Additional studies should be conducted to further prove or disprove the finding.

Hypothesis II. The second hypothesis dealt with teacher loyalty to lay women principals and to lay men

principals. Were teachers more loyal if they had a lay woman principal or a lay man principal? The null hypothesis was accepted because there was no difference in the mean loyalty scores at the .05 level of confidence. There was a difference in the mean loyalty scores, with the men principals having a .492 higher mean level score than the female principals; however, the results were not different enough to produce significance.

The results of this study paralleled the results of the Williams study done in east coast public elementary schools where the teacher loyalty scores for male and female principals were nearly identical (Williams, 1971). Presently, there is no research to indicate that a principal will have more loyal teachers if the principal is a female or a male. The sex of the principal does not seem to be an indicator of higher teacher loyalty to the principal.

Hypothesis III. The third hypothesis of this study investigated location of the school as a variable in teacher loyalty to the principal. The null hypothesis stated that there would be no significant difference in teacher loyalty in schools located in rural communities compared to teacher loyalty in schools located in urban areas. The null hypothesis was again accepted because there was no significant difference in the mean loyalty scores of the teachers in each group. The mean loyalty

score for teachers in the rural area was higher, but not significantly so.

The Williams study done in a public elementary school setting reached a similar conclusion. There is no difference in teacher loyalty to the principal when school location is the variable being examined (Williams, 1971).

Hypothesis IV. There will not be any significant difference in the mean loyalty scores of teachers who teach in smaller schools than the scores of those teachers who teach in larger schools was the fourth hypothesis of this study. School size was determined by the number of full-time teachers on staff. The survey data revealed that teachers who taught in larger schools had a higher mean loyalty score than did teachers who taught in smaller schools. The higher mean score was not high enough to be able to predict, with .05 level of confidence, that school size can be used as a predictor of higher teacher loyalty to the principal. The null hypothesis was accepted.

Leonard Williams (1971) also included faculty size as one of the variables in his study on teacher-principal loyalty. The faculty size Williams used was much larger. In his study a small school had under 21 teachers, whereas in this present study a small school did not have more than 9 teachers. The Williams study considered a large school as one having over 20 teachers, while the present

study considered any number of faculty above 9 to be large. Williams found that schools with larger faculties had lower mean loyalty scores. The present investigation found just the opposite. Larger schools had higher mean loyalty scores. Care must be taken when comparing these two findings, as the criteria used to denote large and small were not the same. This may account for the difference in the findings. Additional study needs to be conducted on the size of faculty and its effect on teacher loyalty to the principal.

Hypothesis V. The final hypothesis was also stated in the null form. This hypothesis postulated that there would be no difference at the .05 level of significance between the mean loyalty scores of teachers who had a principal with 5 or more years of administrative experience than those teachers whose principal had 4 or less years of administrative experience. Does length of administrative experience at the principal's present school have any effect on loyalty scores for teachers?

The findings of this study once again supported the acceptance of the null hypothesis. Principals with 5 or more years of experience did not have higher mean teacher loyalty scores. In fact, the findings indicated that principals with 4 or less years of administrative experience had slightly higher mean teacher loyalty scores. Once again the difference was not significant

enough to, with .05 level of confidence, predict higher teacher loyalty by the length of administrative experience.

Ward (1983) in his study involving secondary school personnel found that the more administrative experience a principal had the lower the teacher loyalty. This was supported in the Williams (1971) study which concluded that less experienced principals, those with 1 to 4 years of experience, had higher mean teacher loyalty scores. This present investigation arrived at the same conclusion based on the survey data.

Teacher variables. This investigation gathered data on several teacher variables and looked for significance even though no hypotheses were made concerning these variables. The variables of whether the teachers were women religious, lay women, lay men, a member of the Catholic Church or not, had more or less teaching experience, were graduates of a Catholic or non-Catholic high school and college or university made a difference on teacher loyalty were investigated. Do teachers who meet the criteria of any of these variables have more loyalty to their principal and, if so, can the variable be used as an indicator of higher teacher loyalty to the principal?

When investigating whether women religious teachers, lay women teachers, or lay men teachers evidenced more loyalty to their principals, it was found that women

religious teachers were significantly more loyal than lay teachers. The results did not indicate a significant difference in the loyalty scores between lay women and lay men teachers. No previous research has been conducted on the loyalty of women religious versus lay teachers; however, Williams (1971), Ascare (1982), and Isaacson (1984) found that the sex of the teacher had no significant effect on teacher loyalty to the principal. All four studies on this variable have been in agreement. Additional research should be done on the issue of women religious teachers versus lay teachers prior to reaching a generalized conclusion.

Catholic teachers in a Catholic elementary school indicated more loyalty to their principal. The level of loyalty was high enough that this variable could/may be used as an indicator of higher teacher loyalty to the principal in Catholic schools. The significance of this finding fell within the .05 level of confidence. No other research on this topic was found.

This study found that the years of administrative experience for the principal had no effect on teacher loyalty to the principal. What about the length of the teacher's experience? The data from the 521 teachers in this study confirmed that length of teaching experience at their present school was not an indicator of higher teacher loyalty to the principal. The data of this study

indicated that neither length of administrative experience nor length of teaching experience can be used as an indicator of higher teacher loyalty to the principal. Williams (1971) found that teachers with more experience had more loyalty to their principal. More study on this issue needs to be done.

When the place where the teachers received their high school education was narrowed down to a Catholic or a non-Catholic high school, it was found that no significant difference existed that would allow the investigator to use type of high school attended as an indicator of higher teacher loyalty to the principal. No other study was found that dealt with this variable.

This study included an examination of where the teacher received their undergraduate college or university degree. Did it make a difference in loyalty to the principal if the teacher received their degree at a Catholic or a non-Catholic college/university? Data demonstrated that teachers who received their undergraduate degree at a Catholic institution of higher learning are more loyal to their principal and significantly so. This variable could/may be used as an indicator of higher teacher loyalty to the principal; however, no supportive or contradictory research was found on this variable.

Interviews. The interviews with the 20 persons who work at the schools with the most loyal faculties and the

20 people who work at the schools with the least loyal faculties produced no clear-cut answers to what does and does not bring about loyalty to the principal. Only one type of school, the school administered by a religiously professed woman principal, was dominant on the list of the five most loyal school faculties. No other variable, sex, experience, location, or size, was dominant on the list of either the most loyal schools or the least loyal schools.

The interview data indicated that the principals who had the most loyal teachers were warm, trusting, helpful, caring individuals; while principals who had the least loyal teachers were task-oriented, as they were characterized as getting the job done, professional, being aloof, and somewhat negative. This finding concurred with the body of literature by Williams (1971), Hoy, Tarter, and Forsyth (1978), Covato (1979), Ascare (1982), and Ward (1983) that concluded that principals who are relationship-oriented and/or high on consideration of teachers had more loyal teachers.

The interviews also indicated that principals who were aware of the feelings and opinions of their teachers and actually kept these feelings and opinions in mind when making decisions affecting the school had the most loyal teachers. Principals who either never asked for the opinions or, if they asked for opinions, never used them

in making school decisions had the least loyal faculties. This conclusion is supported by the teacher loyalty work conducted by Miskel (1974), Newland (1976), Germinario (1982), and Haymond (1982). These investigators found that principals who were aware of and used the teachers' feelings and thoughts in making decisions had more loyal teachers.

This study on teacher loyalty to the principal in Catholic elementary schools through the 40 interviews found that the principals with the most loyal teachers not only verbally but also, in actuality, supported their teachers. The teachers from the least loyal faculties oftentimes felt the lack of support in concrete situations even though they were verbally told the principal would support them.

Conclusions

In conclusion, this study of teacher loyalty to the principal in Catholic elementary schools of the Archdiocese of Omaha found that:

1. Teachers who have a religiously professed woman principal reported themselves as being more loyal.
2. There was no significant difference in the reported loyalty of teachers who have a lay female or a lay male principal.
3. The location of the school had no effect on the reported loyalty scores of the teachers.

4. School size, as determined by the number of faculty members, had no significant effect on reported teacher loyalty.

5. Neither length of the principal's administrative experience nor the length of the teachers' experience had an effect on reported teacher loyalty.

6. Religiously professed women teachers reported themselves to be more loyal to their principal.

7. The sex of the lay teachers had no effect on their reported loyalty scores toward the principal.

8. The teachers who are members of the Catholic Church had higher reported loyalty scores.

9. Whether a teacher received their high school diploma at a Catholic or non-Catholic institution had no effect on reported teacher loyalty scores.

10. Teachers who received their undergraduate degree at a Catholic college/university reported higher loyalty scores.

Discussion

This study, which produced some interesting results, also raises a variety of additional issues and questions, which will need to be addressed by the educational leadership of the Omaha Archdiocese. For example:

1. Would a similar study in another location yield the same results?

2. Would a study involving secondary Catholic school personnel yield similar results?

3. What would a study involving religiously professed men principals yield on this loyalty issue?

4. Would a study that involved other loyalty issues between religiously professed women principals and lay women principals and lay men principals yield similar results?

5. What would a study involving principals, religious and lay, whose teachers report loyalty to them yield concerning leadership styles?

Answering these research questions will become increasingly more important as the Catholic Church turns to lay personnel to staff their positions of educational leadership.

Within this study a most interesting and paradoxical finding emerged. The paradox lies in the fact that this study indicated that teacher loyalty was highest from religiously professed women and toward religiously professed women principals, and yet fewer and fewer of them are involved in this aspect of the Church's ministry. Religiously professed women teachers, as a group, reported higher loyalty scores to their principal, and teachers who had a religiously professed woman principal reported higher loyalty scores to their principal. Today, fewer and fewer religiously professed women are available for

any Church service, and of the number that are available fewer of them are choosing to enter the field of education as their area of service.

What can the Church's educational leaders do about this paradox? First of all, additional investigation must be conducted. Investigation should include replications of this study as well as studies to determine those leadership qualities possessed by religiously professed women principals. In addition, studies need to be conducted to determine the reasons why religiously professed women teachers report more loyalty to their principal.

Once investigation into the reasons behind these higher reported loyalty scores has been completed, then the qualities should be identified. With these qualities identified, then programs of how to develop these same qualities in others should be designed and implemented. In this way the qualities possessed by those who reported and received the highest loyalty scores, identified as women religious teachers and principals, can be preserved.

References

- Archdiocese of Omaha. (1985). Teaching personnel in schools of the Omaha Archdiocese - 1983 & 1985 summary. Omaha, NE: Author.
- Archdiocese of Omaha. (1986). Catholic schools directory for the Archdiocese of Omaha. Omaha, NE: Author.
- Arisukwu, K. U. (1983). An analysis of subordinate loyalty to immediate superior as a function of perceived leadership style, hierarchical influence, and morale. Dissertation Abstracts International, 44, 3549A.
- Ascare, D. F., Sr. (1982). A study of the relationship between teacher loyalty and the perceived leadership style of the elementary school principal. Dissertation Abstracts International, 43, 24A. (University Microfilms No. 82-13, 230).
- Blau, P. M., & Scott, W. R. (1962). Formal organizations: A comparative approach. Scranton, PA: Chander.
- Cartwright, D., & Zander, A. (Eds.). (1960). Group dynamics: Research and theory. Evanston: Row, Peterson.
- Covato, R. G. (1979). The relationship between teacher loyalty to principal and organizational climate openness in the elementary school context. Dissertation Abstracts International, 40, 2373A.
- Daniels, J. J. (1979). The relationship between perceptions of the organizational climate of schools

and the perceptions of leader behavior of the chief school administrator. Dissertation Abstracts International, 40, 4820A.

Germinario, V. (1982). A teacher decisional state and its relationship to loyalty in schools. Dissertation Abstracts International, 43, 2514A.

Good, C. V. (Ed.). (1973). Dictionary of education. New York: McGraw-Hill.

Halpin, A. W., & Croft, D. B. (1963). The organizational climate of the school. Chicago: University of Chicago.

Haymond, J. E. (1982). Bureaucracy, climate, and loyalty: An Ashton study in education. Dissertation Abstracts International, 44, 340A.

Hirschman, A. O. (1970). Exit, voice, and loyalty. Cambridge, MA: Harvard University Press.

Hoy, W. K., Newland, W., & Blazovsky, R. (1977). Subordinate loyalty to superior, esprit, and aspects of bureaucratic structure. Educational Administration Quarterly, 13(1), 71-85.

Hoy, W. K., & Rees, R. (1974). Subordinate loyalty to immediate superior: A neglected concept in the study of educational administration. Sociology of Education, 47(4), 268-286.

Hoy, W. K., Tarter, C. J., & Forsyth, P. (1978). Administrative behavior and subordinate loyalty: An

- empirical assessment. Journal of Educational Administration, 16(1), 29-38.
- Hoy, W. K., & Williams, L. B., III. (1971). Loyalty to immediate superior at alternate levels in public schools. Educational Administration Quarterly, 7(2), 1-11.
- Hrebiniak, L. G. (1971). A multivariate analysis of professional and organizational commitment among teachers and nurses. Dissertation Abstracts International, 32, 3445A.
- Hrebiniak, L. G., & Alutto, J. A. (1971). Personal and role-related factors in the development of organizational commitment. Administrative Science Quarterly, 17(4), 555-573.
- Isaacson, G. N. (1984). Principal behavior and teacher loyalty. Dissertation Abstracts International, 45, 364A. (University Microfilms No. 84-11, 607).
- Johnson, G. S., & Venable, B. P. (1986). A study of teacher loyalty to the principal: Rule administration and hierarchical influence of the principal. Educational Administration Quarterly, 22(4), 4-27.
- Likert, R. C. (1961). New patterns of management. New York: McGraw-Hill.
- Miskel, C., & Gerhardt, E. (1974). Perceived bureaucracy, teacher conflict, central life interests, volunteerism,

- and job satisfaction. Journal of Educational Administration, 10, 84-97.
- Mullins, T. C. (1983). Relationships among teachers' perceptions of the principal's style, teachers' loyalty to the principal, and teachers' zone of acceptance. Dissertation Abstracts International, 45, 368.
- Murray, V. V., & Corenblum, A. F. (1966). Loyalty to immediate superior at alternate hierarchical levels in a bureaucracy. The American Journal of Sociology, 72(1), 77-85.
- Newland, W. A. (1976). Bueauracracy and teacher orientation: A study of organization, morale, motivation, and loyalty. Dissertation Abstracts International, 37, 2983A.
- Ouchi, W. (1981). Theory Z. Reading, MA: Addison Wesley.
- Peabody, R. L. (1962). Perceptions of organizational authority: A comparative analysis. Administrative Science Quarterly, 6(4), 463-482.
- Pfeffer, J. (1982). Organization and organizational theory. Boston, MA: Pitman.
- Phi Delta Kappa. (1983). The reports: Challenge & opportunity. Bloomington, IN: Author.
- Rees, R. T. (1971). Hierarchical relationships in public secondary schools. Dissertation Abstracts International, 32, 6066A.

- Sidotti, P. (1976). A study of the elementary principal's use of formal and informal authority as it relates to teacher loyalty, job satisfaction, and sense of powerlessness. Dissertation Abstracts International, 37, 3326A.
- Squires, D. A., Huitt, W. G., & Segars, J. K. (1983). Effective schools and classrooms: A research-based perspective. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tursman, C. (1981). Good schools: What makes them work. Arlington, VA: National School Public Relations Association.
- United States Department of Commerce. (1986). Statistical abstract of the United States (106 Edition). Washington, DC: U.S. Government Printing Office.
- Venable, B. P. (1983). Principal rule administration behavior, influence, and teacher loyalty. Dissertation Abstracts International, 44, 2009-2010A.
- Ward, J. J. (1983). Leadership, cognitive style, and teacher loyalty of secondary school principals. Dissertation Abstracts International, 44, 640A.
- Williams, L. B., III. (1971). Superior-subordinate relationships in public elementary schools. Dissertation Abstracts International, 31, 3250A. (University Microfilms No. 71-493).

APPENDIX A
Letter of Endorsement

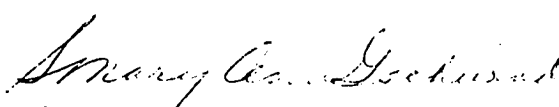
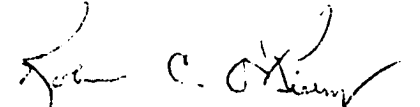
Dear Archdiocesan Elementary Principals and Teachers,

We are writing to ask your cooperation in assisting one of your fellow Archdiocesan educators, Luvern Gubbels, with his doctoral dissertation at the University of Nebraska.

The dissertation involves an issue of educational administration at the elementary school level. The information gained from the study should be beneficial to future planning.

All teachers, principals, and employing schools can rest assured that complete anonymity and confidentiality is guaranteed throughout the project. The aggregate results will be used to draw conclusions and make recommendations for further study. These are the only intended results of this study.

As we believe this study can and will be useful to schools in general and Catholic education in particular, we urge your cooperation and support.

	
Sister Mary Ann Gschwind	Robert C. O'Reilly, EdD
Superintendent of Schools	Chairman Educational
Archdiocese of Omaha	Administration
	University of Nebraska
	Omaha

APPENDIX B

Letter to Archdiocesan Elementary Principals,
Full-Time Teachers, and Secretaries

Dear Principals, Full-Time Teachers, and Secretaries of
the Archdiocesan Elementary Schools,

As many of you know, I am working toward an Ed.D.
degree in educational administration, curriculum and
instruction from the University of Nebraska-Lincoln. I
am now ready to conduct the research for my dissertation.

The study concerns an educational administration issue
and involves a survey by full-time teachers, which should
only take five to seven minutes to complete. The study
is not interested in the responses of individual teachers
at individual schools as such; rather the study is looking
for aggregate numbers. Each teacher, principal, and
employing school can be assured of complete confidentiality
and anonymity of responses given.

Teachers, please enclose your completed survey in
the attached envelope, seal, and hand in to your school
secretary. School secretaries, please collect the sealed
responses from all full-time teachers in your school.
Place the sealed envelopes into the larger stamped
self-addressed envelope and mail to me. Please contact
any teachers who may not have completed the survey,
encouraging them to do so as their responses are vital.

I sincerely appreciate your assistance as I know you
are all busy, especially this time of the year. The
results of my study, when finalized will be available at
the Education Office.

Gratefully yours,

Luvern A. Gubbels
Principal

1

APPENDIX C
Survey Instruments

ADMINISTRATIVE AND TEACHER VARIABLES' QUESTIONNAIRE

Please complete the statements below by placing a mark next to the answer that applies to each of the statements.

1. My principal is
☐ a woman religious
☐ a lay female
☐ a lay male
2. My principal has been
principal at this school for ☐ 4 or less years
☐ 5 or more years
3. My school is located
☐ within Douglas and/or
Sarpy Counties
☐ outside of Douglas
and/or Sarpy Counties
4. At my school, the number of
full-time teachers is ☐ 9 or less teachers
☐ 10 or more teachers
5. I am
☐ a woman religious
☐ a lay woman
☐ a lay man
6. I am a member of the
Catholic Church ☐ yes
☐ no
7. I have been teaching at
this school ☐ 4 or less years
☐ 5 or more years
8. I received my high school
education at ☐ a Catholic high school
☐ a non-Catholic
high school
9. I earned my undergraduate
college degree at ☐ a Catholic college/
university
☐ a non-Catholic
college/university

HOY SCALE

Please place a check mark next to the letter that best describes your answer to each of the eight questions.

1. If you had a chance to teach for the same pay in another school under the direction of another principal, how would you feel about moving?
 - ☐ a. I would very much prefer to move.
 - ☐ b. I would slightly prefer to move.
 - ☐ c. It would make no difference to me.
 - ☐ d. I would slightly prefer to stay where I am.
 - ☐ e. I would very much prefer to stay where I am.
2. If your principal transferred and only you and you alone among the staff were given a chance to move with the principal (doing the same work at the same pay), would you feel like making the move?
 - ☐ a. I would feel very much like making the move.
 - ☐ b. I would feel a little like making the move.
 - ☐ c. I would not care one way or the other.
 - ☐ d. I would feel a little like not moving with the principal.
 - ☐ e. I would feel very much like not moving with the principal.
3. Is your principal the kind of person you really like working for?
 - ☐ a. Yes, he (she) really is that kind of person.
 - ☐ b. Yes, he (she) is in many ways.
 - ☐ c. He (She) is in some ways and not in others.
 - ☐ d. No, he (she) is not in many ways.
 - ☐ e. No, he (she) really is not.

4. All in all, how satisfied are you with your principal?
- ☐ a. Very dissatisfied with my principal.
 - ☐ b. A little dissatisfied.
 - ☐ c. Fairly satisfied.
 - ☐ d. Quite satisfied.
 - ☐ e. Very satisfied with my principal.
5. Generally speaking, how much confidence and trust do you have in your principal?
- ☐ a. Almost none.
 - ☐ b. Not much.
 - ☐ c. Some.
 - ☐ d. Quite a lot.
 - ☐ e. Complete.
6. Principals at times must make decisions which seem to be against the current interests of their subordinates. When this happens to you as a teacher, how much trust do you have that your principal's decision is in your interest in the long run?
- ☐ a. Complete trust.
 - ☐ b. A considerable amount of trust.
 - ☐ c. Some trust.
 - ☐ d. Only a little trust.
 - ☐ e. No trust at all.

7. About how often is your principal responsible for the mistakes in your work unit?
- ☐ a. Very often.
 - ☐ b. Quite often.
 - ☐ c. Occasionally.
 - ☐ d. Very rarely.
 - ☐ e. Never.
8. How much loyalty do you feel toward your principal?
- ☐ a. Almost none at all.
 - ☐ b. A little.
 - ☐ c. Some.
 - ☐ d. Quite a bit.
 - ☐ e. A very great deal.

Thank you for your assistance in this project; it could not be done without you.

Please place your completed surveys, the Administrative and Teacher Variables' Questionnaire and the Hoy Scale, in the attached envelope, seal, and hand to the school secretary.

Thanks!

INTERVIEW QUESTIONS

I am conducting research for my doctoral dissertation. As part of that research I am doing some personal interviews concerning principal-teacher relationships and the building of those relationships. Your name was randomly selected from the full-time teachers at _____ school.

Please be assured that your comments will be kept confidential and anonymous. The interview will not take long.

Teachers:

1. Please describe your perception of the atmosphere of your faculty and staff community.
2. What do you see as your most important duties as a teacher in this school?
3. Does the principal of this school contribute to the morale and attitude of this school? Yes or no. Give two examples.
4. Is your principal supportive with discipline problems? Yes or no. Give two examples.
5. Is your principal receptive to your thoughts and feelings about this school and its operation? Yes or no. Give two examples.
6. Can you name two things done by your principal to make you proud to be at this school?

I am conducting research for my doctoral dissertation. As part of that research I am doing some personal interviews concerning principal-teacher relationships and the building of those relationships.

Please be assured that your comments will be kept confidential and anonymous. The interview will not take long.

Principal:

1. Please describe your perception of the atmosphere of your faculty and staff community.
2. What do you see as your most important duties as principal of this school?
3. Does the faculty of this school contribute to the morale and attitude of this school? Yes or no. Give two examples.
4. Is your faculty supportive of your leadership? Yes or no. Give two examples.
5. Is your faculty receptive to your ideas and feelings about this school and its operation? Yes or no. Give two examples.
6. Can you name two things done by your faculty to make you proud to be at this school?